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UNCONSCIOUS FACTORS IN CAREER MOTIVATION FOR TEACHING.

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DATA WERE GATHERED ON THE UNCONSCIOUS MOTIVES OR PURPOSES IN THE CHOICE OF TEACHING AS A CAREER. THEY WERE USED AS A MEASURE IN PREDICTING POTENTIAL AND INDIVIDUAL TEACHING SUCCESS IN ELEMENTARY EDUCATION. SKETCHES OF MOTIVATIONAL TYPES ENCOUNTERED AMONG TEACHERS WERE DEVELOPED AND SAMPLED AMONG REPRESENTATIVE INDIVIDUALS OF EACH TYPE. THE INFORMATION COLLECTED FROM THIS GENERAL SAMPLE PROVIDED A BASIS FOR BUILDING OBJECTIVE DIAGNOSTIC INSTRUMENTS FOR THE IDENTIFICATION OF 10 MOTIVATIONAL TYPES. TESTS MEASURING ATTITUDE AND ROLE WERE ADMINISTERED TO APPROXIMATELY 150 TEACHER-TRAINEES AND PRACTICE TEACHERS TO DETERMINE GIVEN TYPES OF INDIVIDUAL MOTIVATION. ITEM ANALYSIS IN EACH OF THE TWO SAMPLES REVEALED SATISFACTORY DISCRIMINATIONS FOR EACH MOTIVATION CONSIDERED. SUITABLE INSTRUMENTS WERE THUS DEVELOPED FOR ASSESSING UNCONSCIOUS FACTORS IN CAREER MOTIVATION AMONG TEACHERS AS RELATED TO THE ELEMENTARY SCHOOL TEACHING PROCESS. (JH)

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Unconscious Factors in Career Motivation for Teaching

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ABSTRACT

Unconscious Factors in Career Motivation for Teaching

Statement of the Problem

Although there have been many studies of particular personal attributes or skills characterizing school teachers, in some instances yielding promising correlations with measures of success as teachers or as trainees, there have been few studies of unconscious motivations for teaching and their significance for a teaching career. The purpose of this study was to develop suitable instruments for assessing unconscious factors in career motivation among teachers, and to relate such factors to performance in specific areas of the elementary school teaching process.

Procedure

Descriptive sketches of a number of motivational types encountered among teachers were developed with the help of public school administrators, supervisors and teachers. A sample of individuals considered representative of each type was then selected, interviewed and tested. The data obtained from these subjects provided a basis for building objective diagnostic instruments for the identification of ten motivational types. These instruments were administered to samples of teacher-trainees and practice teachers. Classroom rating scales were also developed and tested in observations of elementary school classes.

Results

1. Item analyses based on two independent samples revealed satisfactory discriminations for all scales.

2. Consistent significant differences were found between the two samples studied in terms of response patterns characteristic to each.

3. Consistent significant differences were found between the various types of motivational scales within and between the various forms. These differences were as predicted, and of sufficient statistical magnitude to be considered representative of future samplings from the same population of students.

4. A consistent ordering of motivational scales was obtained which is strongly suggestive of an underlying continuum of unconscious motivations for teaching ranging from teacher-centered to student-centered.

5. The various subscales are selectively correlated with measures of achievement and aptitude.

6. The scales developed for rating classroom behavior have satisfactory reliability, and correlate selectively with independent measures of teacher personality needs.

Conclusions

Suitable instruments for assessing unconscious factors in career motivation among teachers have been developed. These instruments are adequate for use in an investigation of the relationship between such factors and various aspects of the elementary school teaching process.

Work Summary

Three new tests of teacher attitudes, gratifications and motives were developed from an intensive study of selected public school teachers and administered to samples of teacher-trainees and practice teachers. As originally conceived, this represented the first phase of a two-year study, the second year to involve the utilization of these instruments in a study of the role of such unconscious factors in determining teaching performance. Although approved as such by the advisory committee to the U.S. Office of Education, the study was subsequently reduced to one year for budgetary reasons and limited in scope to test development and standardization. The investigators have complied with this request from the U.S. Office of Education, and have also undertaken a number of developments anticipating the second year at the further request of the contracting agent. These have been primarily involved with the construction of scales for recording classroom behavior, the training of observers in the use of these devices, the testing of these instruments in observations of classes conducted by the original criterion sample of public school teachers, and the analysis of relationships between these ratings and independent measures of teacher personality needs. Although this partial fulfillment of the uncontracted second phase has limited the scope of the first year study of the new motivational instruments, sufficient evidence regarding their suitability has been obtained to warrant their application in further educational research, thus fulfilling the basic objectives of this investigation.

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INTRODUCTION

Although there have been a number of studies of particular personal attributes or skills characterizing school teachers, in some instances yielding promising correlations with measures of success as teachers or as trainees (7, 8, 9, 17, 22), there have been few studies of unconscious motivation for teaching and its significance for a teaching career. Waller's (31) pioneering efforts in this direction, published in the early thirties and long since out of print, continues to be the single noteworthy reference. More typically, the analysis of motives for entering the teaching profession has been confined to a tabulation of the backgrounds and expressed interests of teachers and teacher trainees (4, 13, 21, 29).

In recent years, however, many areas of psychology, sociology and anthropology have become oriented towards the investigation of men's unconscious motives and purposes in pursuing specific courses of action, and potential applications in industry (14), science (16,19,23), and the ministry (24), have begun to appear in the literature. The most relevant of these to the present study are the recent investigations of Terrien (28), which suggests that behavior within the teaching profession is channelized into systems leading to identifiable occupational types, and of Stern, Stein and Bloom (26), who contend that knowledge of unconscious personal motives contributes to the effectiveness of predictions of success in teaching.

The causal factors which lie behind the choice of a vocational career are obviously complex, being determined by "chance" events as well as by purposive actions of the individual. Furthermore, as Ginzberg and his associates (12) have pointed out, occupational choice is a process rather than a point in time and tends to be increasingly irreversible. But somewhere in the background of the ultimately crystallized career lie choices which have been presumed by Super (27), Forer (10), Roe (20), and others to be determined by a combination of conscious and unconscious intrapersonal factors. Our concern here is limited to those purposive elements, whether subject to awareness or not, which are responsible for the choice of teaching as a career.

The study of motives for teaching might be considered to serve the same intrinsic interests offered in the investigation of motivations lying behind any other career choices. Such studies have characteristically been intended to contribute towards the development of more effective personnel guidance and selection techniques, as well as to increase our general understanding of the dynamics of human behavior. In the case of teaching, however, there is still another area of concern: the relationship between the unconscious motives of the teacher and the specific performance of the teacher in the classroom.

There has been a growing interest in recent years towards investigating educational processes in terms of teacher-pupil relationships. Brookover (5,6) for example, has shown that teachers who maintain democratic roles teach less information than those who are autocratic, although either role may be considered equally effective by pupils and supervisors. In a series of somewhat similar studies, Anderson and his associates (1, 2, 3) have studied the consequences of dominative and integrative teaching roles in the classroom. The major limitation in such studies has been the lack of a broader and more sensitive schema for classifying variations in assumed teaching roles. It is for this specific purpose that the present study was undertaken.

GENERAL PROCEDURES

Tentative models of motivational alternatives among teachers are not difficult to conceptualize. In addition to the ubiquitous dichotomy of autocratic-democratic roles and their variants, one might also conjecture such possibilities as:

1. The security-minded teacher, whose major concerns center around maintenance of personal status and financial security. Such individuals might be expected to come from marginal lower-middle class backgrounds, seeing in teaching the opportunity to forestall downward social mobility.

2. The perpetual student, postponing the uncertain risks of full participation in an adult world indefinitely by making a career of the classroom--as teacher for nine months, and pupil again in the summer.

3. The subject-matter specialist, seeking refuge from interpersonal difficulties by developing an impersonal barrier of technical skills or bureaucratic detail behind which to function safely with sanctioned legitimacy.

Many more such portrayals can be derived, subject only to the ingenuity of their creator. The source for the tentative descriptions of alternative motivations for teaching which provide the starting point for this investigation is to be found in the personal experiences and observations of the investigators, directed in this case towards an analysis of the kinds of personal gratifications which might conceivably be obtained in the role of a classroom teacher.

It will be noted that such descriptions tend to be negative in their connotations, largely because the analysis of unconscious motivations tends itself to be motivated by a search for the hidden self-interests of others. As a result aspects of behavior are emphasized which tend to appear selfish or base. The value connotations are artifacts of the method, however, and require some empirical test as a check against an overly active imagination. The second phase of the study then involved the refinement of these descriptions through consultations with teachers themselves, and the selection of representative teachers exemplifying each pattern to serve as subjects for extensive interviewing and testing.

The purpose of this intensive study of a small, highly selected sample of teachers was twofold: (1) to substantiate, revise and extend the original tentative formulations of each pattern, and (2) to obtain spontaneous statements about teaching unique to the representatives of each pattern, from which items were developed for an objective diagnostic instrument capable of identifying further examples of each type in a more economical and efficient way.

The third phase, then, involved the development of new instruments and their administration to samples of individuals who have selected teaching as a career in order to obtain data for evaluating the adequacy of these new tools.

With the analysis of these data the present investigation terminates. As originally conceived, however, this is merely the starting point for a series of studies involving such things as the relative frequency of occurrence of the various empirically established motivational patterns among teachers of different ages, sex, level of training, type of teaching assignment, etc., and observations of the specific consequences of each of these patterns in the classroom.

Examples of the kinds of hypotheses which might be developed in further extensions of the present investigation are as follows:

1. Dominant teachers will have a higher incidence of lateness and absenteeism among their pupils than other teachers.

2. Dominant teachers will use more coercive methods than other teachers.

3. Technique-oriented teachers will spend a larger percentage of class time on formal lesson presentations, a smaller percentage of time in personal interaction with pupils, than other teachers.

4. Child-centered, nurturant teachers will understand children better than other teachers, as measured by accuracy in blind matching of children's TAT stories or correlations between Q-sorts on pupils by teacher and clinician.

5. Child-centered, succorant teachers will be most likely to feel inadequately supported by their supervisors and principals, and least likely to be considered effective by parents.

Some of the hypotheses which can be generated in this fashion are not susceptible to direct investigation in the public schools. Alternative techniques, such as the analysis of role-playing in contrived improvisations by teacher-trainees, will be considered in the final chapter of this report. The concluding chapter will also contain further implications and developments emerging from the present study.

THE DEVELOPMENT AND REFINEMENT OF SOME SUGGESTED BASIC MOTIVATIONAL PATTERNS IN TEACHING

As a first stage in developing a measure of patterns of unconscious motivation for teaching, eighteen preliminary descriptions of teacher types were prepared. These descriptions were based on our own academic and clinical experiences, subjective impressions of teachers in our classes and commentaries by such observers as Waller (31), and Redl and Wattenberg (18). We were guided in this development primarily by a consideration of any potential gratification conceivably obtainable within the context of the teaching role. A limit to this process was set by ruling out gratifications which might be operating in the service of pathologies not directly related to teaching as such (e.g. paranoid mechanisms), restricting ourselves to those patterns which would be implicit in the role of the classroom teacher itself.

Tentative Descriptions of Various Types of Motivations for Teaching

The resulting caricatures were further revised after discussions with the superintendent of schools of the Syracuse, New York, school system and his staff, appearing finally in the following form:

I. Instrumental Patterns. The most superficial motives, in the sense of being relatively explicit and conscious, are those which utilize teaching as a means of achieving pragmatic, utilitarian, tangible goals. Such teachers should be dependable and predictable, providing service for concrete value in return. Insofar as their involvement in teaching is limited to the instrumental value such an occupation has for them, the extent of their dedication will vary directly with the degree to which any given teaching situation serves their purposes. Many teachers probably fall into this category, and it should be relatively easy to obtain information regarding it since the content is manifest and conscious. By the same token, such individuals may be inclined to conceal these motives to some degree for fear that they seem too practical and unidealistic. Some of the major variations might be:

(a) Positive values associated with hours, pay, and vacations. These teachers are only superficially involved with the school and classes. They show up regularly, but leave on time every day and never seem to take much work to do at home. They are pleasant, fair teachers, but the children sometimes annoy them and they are inclined to make frequent referrals of problem children to the principal and guidance counselor. It is evident from their conversations with colleagues that they spend more time in thinking about activities away from school than they do about school or teaching problems. They rarely volunteer for work on school committees, although they may be as bright and well-trained as any of the other teachers. These teachers are likely to view teaching as a temporary career--until marriage, or as a supplemental income in early marriage before starting a family, or again after the children are grown sufficiently to be relatively independent.

(b) Positive values associated with status and security. These teachers come from a marginal socio-economic background and see teaching as a means of implementing upward mobility, or forestalling further decline. Many of these teachers were specifically attracted to the field by the availability of a tuition-free State Teacher's College as their sole possibility for securing a college education. These teachers are interested in status and in the trappings of respectability, and may strive for promotions. In the classroom these teachers are more inclined to emphasize subject matter and are less interested in the personal-social aspects of the child.

(c) Negative values associated with status and security. These are teachers who have become disillusioned with teaching as a career, but are held in the field through age, lack of alternative employment skills, or fear of attempting to earn a livelihood at some other occupation. Their contributions to the school program are minimal, and they are perhaps best characterized in terms of their pervasive disinterest, cynicism, and defensiveness.

(d) Identification with family patterns or ambitions, or adolescent ego ideal. For many teachers, the profession of teaching has become a family affair. Parents, uncles, aunts and siblings have all been teachers, and even as a child the implicit expectation was that this person, too, would become a teacher. Others in this group become teachers because their parents have always wanted a teacher in the family. In a sense, this teacher is living out a family goal. For some of these teachers the source of identification is not in this immediate family but is to be found in a highly cathected adult who served as an adolescent ego ideal.

(e) Identification with specific subject matter, and acceptance of teaching as a practical way of earning a livelihood through related activities. These teachers have a great love of their subject matter. Their lessons, demonstrations, and explanations concerning subject matter are always quite good. They are markedly less interested in the "total child", however, and may appear either bored or antagonistic to any approach that stresses the psychological and social goals of education. They are rarely interested in teaching the the lower primary grades, but would prefer the junior or senior high school level. They would have preferred a position that would have enabled them to specialize more directly in their subject area, but failing this have had to accept teaching at the secondary school level in their specialty as a substitute.

II. Expressive Patterns. The more "respectable" motives are those which imply some measures of altruistic, self-less dedication. These will probably be the most difficult to identify since in part they characterize most teachers, and further, many teachers are likely to regard it as essential that they show some evidence of motivation over and beyond the immediate practical purposes cited previously. Nevertheless, these patterns are of genuine significance to many teachers.

(a) Nurturance: a pervasive feeling of affection for youth, and a desire to assist and support them. Such teachers should be warm and supportive in their relationships with children, seek out opportunities for further service, and be particularly challenged by children with problems. For some, the "mothering" element will be so pronounced as to be reflected in worries about their clothing, their health, their lunches, etc., like a mother hen clucking over her brood. Their decision to enter teaching was made many years ago and they make good, steady, conscientious teachers. They follow the careers of their students when they leave their classes and they take great pride in the accomplishments of their students.

(b) Idealism: a dedication to reform and improvement. These teachers see their role as one which can change society. For these teachers, the classroom is the first line of contact with the next generation, providing an unparalleled opportunity to better the world through their effectiveness with tomorrow's citizens. Although superficially like the nurturant teacher, they may perhaps be self-consciously dramatic about their role as teachers and distinctly impersonal in their actual relationships with individual students.

Their love for young humanity is more likely to be expressed in abstractions than in concrete functions. They may be on poor terms with the principal or any agent of school authority.

(c) Self-sacrifice: ascetic renunciation and personal dedication; fulfillment through denial of self. The deficiencies and hazards of teaching are the very things which help to make the field attractive for these individuals. They seem to "give everything" for their students. No sacrifice is too great, no extra assignment is ever refused. They put a tremendous amount of time in after school hours grading papers, preparing lessons and working for their pupils. The pupils seem more important to them than their outside life and they seem to have few interests apart from their work. Superficially like the nurturant and idealistic teachers above, these teachers may in some instances prove over-dependent--demanding support in return for the real, but unsolicited, sacrifices they have made.

III. Impulse-ridden Patterns: The last group of motives is of particular interest because they are so often unconscious. Teachers are least likely to accept these characterizations of themselves, and yet these motives are not difficult to identify by indirect means. These patterns are probably the most significant for our purpose, despite the fact that they will be applicable to a very small number of actual teachers, since they are by their very nature the most likely to produce substantial effects in the classroom.

(a) Autistic acting out: the classroom serving as a setting for acting out some personal problem, such as:

1. Personal injustice: correcting an injustice done to them as children. On a conscious level this might appear in terms of statements regarding the inadequacy of the teacher's own school experiences, and the importance of providing children with a better start. This teacher is more interested in the personal-social aspects of teaching than in the subject-matter.

2. Atonement: atoning for transgressions against peers or siblings in their own childhood.

3. Vicarious Youth: vicarious participation in an earlier and happier age bracket and role. These teachers are likely to identify closely with their pupils, seemingly more a part of their world than of the adult community.

4. Sexuality: latent homosexuality or deviate heterosexuality. This teacher is very interested in forming close relationships with certain of the children. Some of the class like to stay after school, or visit in the teacher's home, to talk about subjects that may not be related to school. The female teachers in this group are probably unmarried, although the male teachers may be. This teacher probably has poor relationships with the other teachers and would be considered by the rest of the faculty as a "lone wolf."

(b) Succorance: a need for affection and support from others. To the extent that the children represent a captive and dependent audience, who can be expected to return the affection of those who offer it to them, the classroom offers an unusual opportunity to be constantly reassured about one's own adequacy. This teacher derives much satisfaction from the admiration and approval secured from the students. Primarily interested in the response from the class, this person is not able to relate consistently in a warm manner to the children. These teachers may be a bit on the dramatic side, both with students and with colleagues, and may experience boredom and annoyance rather frequently with the children. Generally other-directed, and particularly responsive to recognition and encouragement from others, these teachers will have difficulty dealing with hostile, rejecting youngsters.

(c) Exhibitionism: personal display and attention seeking. These teachers are able to achieve satisfaction in entertaining an enthralled and captive audience. They are more interested in technique and novelty than in subject matter or personal orientation to individual children.

(d) Dominance: power and control over others. The school is peculiarly well-suited as a source of reassurance about one's own superiority and value. The need for power may be expressed in one or more directions:

1. Pupils: in the classroom the teacher is frequently the best-informed, most mature, and most highly skilled, as well as the vested authority figure. This teacher is characterized by maintaining a formal, rather aloof, relationship with the class. The children "know their place", at least when the teacher is in the room, and there is rarely any great amount of fooling around in class. This teacher may play favorites and probably has several "goats" in the room who have made the mistake of being disobedient in the past. The room is generally very neat and clean with emphasis on discipline and drill; the children are extremely quiet and orderly walking through the halls. When the teacher is absent from the room, however, there is a great deal of commotion and horseplay. The children seem to be timid when they have to be close to this type of teacher.

2. Parents: the teacher's position as specialist for a major portion of the day puts the parent at a distinct disadvantage vis-a-vis this teacher, particularly with lower-class families.

3. Colleagues and superordinates: this teacher finds sanctions for rebelling within the in-group in the name of educational reform and pupil needs. These teachers are convinced that everything about the old way of doing things in the school is wrong and that a new approach is needed. They get along very poorly with anyone in authority and frequently violate school rules. They are apt to take the pupils' part in any dispute with the principal. Their classes are likely to be noisy, with the emphasis on individual instruction rather than on group drill.

(e) Bureaucracy: compulsive preoccupation with rules and procedures. A convenient and safe substitute for interpersonal involvements is to be found in bureaucratic organization. These teachers replace personal relationships with codified and regulated processes, and are likely to leave a wake of low morale as a consequence of their compulsive adherence to "safe" red tape. They pride themselves on timing and organization, and become so much a part of their own administrative structure that it's sometimes difficult to tell where the school environment leaves off and their personalities begin.

A Criterion Sample

It had been our intention to have various supervising teachers in the Syracuse school system read these descriptions and then designate teachers whom they knew who resembled a specific type for the project staff to interview. As a result of the interview, it was hoped to devise items for an inventory of motivation for teaching. However, the supervising teachers were reluctant to participate in this phase of the study, since they felt that if they were to nominate a teacher to be interviewed their relationship with the teacher would be seriously impaired.

As an alternative to this procedure six teachers prominent in teachers' organizations were asked to participate as consultants in this study. Membership in this panel was determined by recognized leadership position within the teachers' groups (the Syracuse Teachers Association, Syracuse Federation of Teachers, Central Zone-New York State Teachers Association, Empire State Federation of Teachers, and the American Federation of Teachers were represented), wide experience in teaching, acceptance by their colleagues, teaching assignments in widely divergent school settings within the city, and reasonable sensitivity as psychological observers.

This panel discussed the motivational patterns in detail, identified twenty-nine individuals they considered highly representative of each pattern, and personally arranged for them to be interviewed by the project staff. Each panel member and each teacher interviewed were paid a modest honorarium for their contribution to the project.

The twenty-nine subjects were distributed by the panel among the eighteen patterns as follows:

I. Instrumental Patterns--12 subjects

a. Positive values associated with hours, pay and vacations
Two subjects

b. Positive values associated with status and security
Two subjects

c. Negative values associated with status and security
One subject

d. Identification with family patterns or ambitions, or adolescent ego ideal.
Four subjects

e. Identification with specific subject matter, and acceptance of teaching as a practical way of earning a livelihood through related activities.
Three subjects

II. Expressive Patterns--5 subjects

a. Nurturance Two subjects

b. Idealism Two subjects

c. Self-sacrifice One subject

III. Impulse-ridden Patterns--12 subjects

a. Autistic acting-out
    1. Personal injustice None

    2. Atonement None

    3. Vicarious Youth None

    4. Sexuality Two subjects

b. Succorance Two subjects

c. Exhibitionism Four subjects

d. Dominance Three subjects

e. Bureaucracy One subject

Six of the twenty-nine were males, and the age range for the entire sample was from 24 to 57 with a median of 37 years. Their professional experience in teaching ranged roughly from 2 to 35 years with a median of 15 years. Current teaching assignments were quite varied, the twenty-nine subjects accounting for thirteen areas:

Art	1
Citizenship	7
Elementary grades	
1st	2
4th	2
5th	1
English	4
Handicapped children	3
Home economics	1
Industrial arts	2
Librarian	1
Mathematics	3
Modern languages	1
Physical education	1

Data-gathering Procedures

Each of the twenty-nine teachers was interviewed individually, the sessions lasting from 2 3/4 to 5 1/4 hours. During the course of each session 10 TAT cards (Appendix A), an 80-item Q-sort (Appendix B), and a depth interview (Appendix C) were administered. The Q-sort was designed especially for this purpose, the eighty items being divided in blocks of five among the various motivational patterns described previously. The depth interview covered family background, early influences regarding the choice of teaching as a career, experiences in teaching and ultimate goals. The purpose of the depth interview was to derive some understanding of the unique forces in each person's life which oriented him toward teaching, the dynamic functions which teaching currently serves in each respondent's life, and the place of teaching in this larger system of social values and beliefs. In addition to the above material, each teacher was given the Stern Activities Index (25) to complete at home. The entire session was taped by means of a semi-concealed midget recorder, after having first obtained permission from the teachers, and typescripts covering each interview were prepared.

Since our ultimate goal was to relate motivation to classroom behavior, the list of twenty-nine teachers was examined to find pairs of teachers with contrasting motivations but with similar classroom assignments, so that observations could be made of differences in teaching behavior as a function of differences in motives. Six pairs of teachers were found within the group of twenty-nine, but changes of assignment and retirement reduced this to the following four pairs who were then observed in their classrooms:

Industrial Arts, High School
4th Grade, Elementary School
English, Junior High School
Mathematics, Junior High School

The classroom observations were made by two student teachers who had been highly recommended by the staff of the Syracuse University Elementary Education Department. The two observers, after having been trained in classroom observation procedures (see below) each independently observed six teachers for a full school day, after having first gained permission of the teacher and the school principal. Two teachers were observed for portions of a day, since the time they were scheduled for observation interfered with other school activities. The observers were not told anything about the personality or motivational patterns of the teachers they were to observe. Sometime after the classroom observation the observers dictated the impressions they formed of the teachers during the course of their observation.

Case Studies

In addition to the ratings and informal comments made by the observers, there was also available for each of the eight teachers an interpretation of their Activities Index responses, Q-sort results and a detailed personality evaluation prepared from the material obtained from the TAT and the interview. In the write-up of the interview and TAT data an attempt was made to include relevant information in the areas of personal history, family dynamics, cognitive processes, adjustment mechanisms, sexual adjustment and interpersonal relations. The resulting personality descriptions ranged from five to twenty-three double-spaced pages for each teacher, making impractical the reproduction of them in this report. Instead, extremely abbreviated summaries of the interview write-ups of two teachers will be included here, along with the interpretations of the Activities Index record and the "clinical" impressions of these teachers formed by the student teacher observers This material is presented in order to provide some indication of the approach which was used in synthesizing these data, and the nature of the source from which the Teacher Preference Schedules to be described in a later section were initially developed.

I. Mrs. X.
Marital status: Married, 2 children
Age: about 39

A. Evaluation of interview and TAT material

1. Biographical summary. She is a native born of immigrant parents, the father Italian and the mother French. She "upgrades" her parents in describing them, emphasizing the superiority of European education. Simultaneously she feels that their ignorance of American ways worked considerable hardship on her. She seems to feel that she was different from other children and she blames her parents for this. The family is Catholic and they are apparently rather devout.

She sees herself as the person who educated her parents--"Americanized" them. She indicates that she taught her parents what she learned in school, suggesting an early participation in the role of teacher.

Mrs. X. has three younger siblings. The oldest of these was able to compete with Mrs. X. during childhood by playing on her parents' sympathies. Mrs. X. resents this sister, but feels she cannot compete successfully with her.

Her early childhood was not easy. Her parents were strict and proper, probably restraining and protecting her. Her early school years were difficult. Her teachers were cold and harsh and she felt they were prejudiced against her because they were German and she was Italian. She adjusted to school by considering what she would do if she were the teacher. By using the mechanism of identification with the aggressor she started to see herself as a teacher. She says that she decided to become a teacher when she was in the first grade.

2. Cognitive processes. Her intellectual potential appears to be well above average, with an IQ of perhaps 130. Her efficiency is impaired by anxiety and by preoccupation with details. Her conceptions are rigid, clear-cut, unequivocal. She denies feelings by an insistent air of "positive-thinking". She has a good deal of uncritical native pride in the things around her: "Whatever school I happen to be in is the best in the city."

3. Interpersonal relations. Mrs. X's method of relating to others is on the aggressive, super-salesman side. There is a good deal of exhibitionism in her behavior. We expect that most of her close affiliations are with non-threatening people whom she can dominate. In this situation she is probably kind, perhaps patronizing, although still self-exhibitive and somewhat aggressive. She regards herself as the best, the hardest working, the most enthusiastic person in any assemblage.

She is dedicated to her pupils; she is their champion, their friend. She finds teen-agers attractive; she says they have "attractive minds".

4. Sex, sentience, play. She is somewhat romantically inclined. She is interested in the love-life of her pupils and seems to want them to have the romantic experiences she was denied. She reports telling one girl that she (the girl) didn't have enough love-life: "get out and live a little". Another pupil, complaining of abuse from her boy friend was told, "I guess you expect that kind of treatment".

5. Structural aspects. Impulses are well-controlled, with expression attained through vicarious means. By living a full outer life, inner living is avoided. She feels some personal inadequacies and she compensates for these by her enthusiastic assault on life. She is an emotionally passive, immature person playing the opposite role--that of an autonomous, self-assertive woman.

B. Evaluation of Activities Index Responses

Mrs. X's responses to others are quite positive. She is supportive of others and at the same time wants their approval. She denies almost all feelings of hostility in order to avoid criticism or disapproval.

Mrs. X is able to liberate considerable affective tension and to sustain activity. There is a strong drive for success, accomplishment and recognition. She has a moderate interest in self-display, but very low valuing of amusement or entertainment.

She deals with a world that is concrete and tangible. She rejects autistic fantasy and egocentric thinking.

She is probably easily manipulated by others, since she is timid and dependent. We might expect her to be overprotective of her pupils because of her need for emotional support from them. The observer in the classroom might characterize her as a "motherly" teacher.

C. Impressions formed by the observers.

Both observers were struck by the highly theatrical, exhibitionistic quality of Mrs. X. Her hair was dyed black and her clothing on the two days she was observed was inappropriate for the classroom. On one day she wore a fancy orange dress with cocktail shoes and she was similarly overdressed the next day.

The observers thought that she was trying to act many years younger than her age. Her attitude was that she was one of the pupils and consequently there was little decorum or discipline in the classroom. The boys in the class made fun of her but she laughed it off. She seemed highly energetic and enthusiastic, but there was no organization or preparation in her work with the class.

II. Mr. Y
Marital status: Married
Age: 24

A. Evaluation of interview and TAT material

1. Biographical summary. Mr. Y was born and brought up in a "very small town" in an isolated rural area. The socio-economic status of his family was apparently lower class: the father was a "maintenance man" (presumably a janitor) and his mother did "general work in town" (apparently domestic work). He has one brother, seven years older, who at the age of 7 developed a serious illness and was bedridden for over five years. Mr. Y explained that the family was always poor because of the brother's medical expenses, "and that's one reason why my mother works out now".

The father's education is not known but his mother, who was evidently the better educated of the two, had earned a temporary teaching license after two years at a normal school. She had taught elementary school for several years but eventually left teaching.

The family is Protestant and attends church regularly. He described his family in highly idealized terms. "We had a wonderful family life. My mother and father both knocked themselves out for my brother and I (sic). Just about everything that they could possibly get us, they did for us". Note the emphasis on the self-sacrifice and the material things the parents did for the children, rather than mention of love and warmth.

He describes his mother as "wonderful as far as I'm concerned. She tends to sort of worry a little too much at times, she is rather nervous, not too, but on the whole a well-balanced person I believe. Works hard."

Note that after his initial exaggerated adjective of "wonderful" a negative element creeps in, which is immediately denied. The implication of considerable repressed hostility against the mother is strongly supported by the T.A.T., where the picture is of a rigid, anxious, obsessive, moralistic woman. The father was apparently much more passive than the mother and Mr. Y generally tended to ignore him except when questioned directly about him.

Of the two brothers Mr. Y was the better student, because his brother missed so much school. No negative feelings are overtly mentioned with reference to his brother, but he must have felt considerable hostility and envy because of the attention his invalid brother got during the first five or six years of Mr. Y's life, and because of the financial hardship his brother caused the family.

After graduation from a State teachers college he had expected to be drafted but was rejected because of a slight physical defect. This apparently disturbed him very much, particularly because two close friends were drafted at that time: "they made it but I didn't." He went on to say, "I feel sort of bad about it." He denied brooding about it and rationalizes that in this way he was able to use his expensive education and get a job without wasting any time. From his ambivalent and lengthy dwelling on the subject it is evident that his deferment was a serious blow to his masculine pride.

2. School history. Mr. Y attended a small, three-room rural school. The only criticism he made of this school was the reading instruction, so that he is now "rather a poor reader", "a slow reader". When he says "I really don't have too many complaints on it" we again get the impression that he is denying strong negative feelings.

In the central high-school he attended he "idolized" a teacher who taught the subject with which Mr. Y is now identified. "That's the one reason I started teaching, I think."

He says he was an average student. He praises his mother and father for the good conditions he had to do his homework in--quiet house, radio off, etc. We get the impression that his mother made sure that the homework was done.

In his junior year in high school he began to think of going into teaching, and by the end of his senior year he had definitely decided on this. Neither of his parents influenced him in this choice, leaving the decision entirely to him.

3. Cognitive processes. Mr. Y is a person with primarily motor, rather than verbal, skills. His vocabulary is limited and he does not speak easily or fluently. He tends to use many cliches ("and so on and so forth", "if I'm not sadly mistaken", "bend over backwards") and much of his conversation has an adolescent flavor ("boy", "gee whiz"). He has strong mechanical interests and is primarily interested in the manipulation of physical objects rather than ideas. He is generally anti-intraceptive, inclined neither to abstract thinking nor to psychological introspection. He reads slowly and infrequently.

He is an extremely rigid, moralistic, stuffy person with a strict super-ego. He values hard work and has a full schedule of teaching and taking courses. He disapproves of borrowing money and drinking: "as far as alcoholic beverages is concerned, I am a teetotaler, and I am very disgusted with anyone who - I don't believe in it--I think there's better places for people to spend their time and money." He lives conscientiously according to his moral code and is able to say, "I have never been sorry, actually, for anything I have done as far as my personal life goes."

4. Interpersonal relations. In general his relationships with others are characterized by deferent, submissive, blamavoidant attitudes. He is basically very passive and dependent and looks to others for support and direction. He leaves it to others to make decisions or to take the initiative in activity. He can express hostility only in mild, indirect and depersonalized ways. Usually he follows a hostile remark with an undoing one. He is sensitive and easily hurt.

He is quite aloof from the other teachers. "I don't have much to do with the teachers socially. . . I get along with them. There are a couple I don't get along with too well, certain reasons why I don't, and I just leave them alone." He probably feels rejected by the other teachers in the school.

He shows a strong sense of identification with his pupils as well as marked succorant needs. He seems to be extremely dependent upon their approval and support. "I like to help them in every way I can whether it be ten o'clock at night or twelve o'clock noon." In many ways he seems to play the role of one of the group of students rather than its leader. He sounds much of the time very much like a student trying to gain acceptance with his peer group.

He is particularly threatened by certain athletes in his class whom he describes as "fresh","rude", "showoffs" and "wiseguys". He obviously cannot tolerate hostile and nonconforming behavior. He probably is afraid of these boys and envies their masculinity and prominence. It is because of these boys that he sometimes gets so "fed up" that he wants to "chuck everything".

III. Evaluation of Activities Index Responses

There is considerable denial of feelings of hostility in order to avoid criticism or disapproval. He copes with feelings by an extreme emphasis on organization, neatness, cleanliness and by attention to concrete events rather than to abstractions. His attitudes toward sex, play and other enjoyable impulses is generally disapproving. His inhibitions and easily aroused anxiety probably cause him to feel tense and frightened much of the time. His interests closely resemble that of the adolescent and it is suggested that Mr. Y resembles the tentative classification, "vicarious identification with an earlier age group".

IV. Impression Formed by the Observers

Mr. Y tried very hard to be good to the observers. He repeatedly invited one observer to have coffee with him, despite her statements that she had to stay in the classroom to observe. He asked the other observer to use his desk. He impressed both observers with being fairly weak and ineffectual, personally and as a teacher. He wanted the pupils to call him "Bob" but no one did and he seemed to want to relate to the children as a friend, rather than as the responsible leader. He was away from the classroom most of the time, but even when he was present the pupils acted as though he were not in charge. His total teaching role consisted of answering questions when the children asked.

Q-Sort Results

The 80 items developed for the Q-Sort were assigned in blocks of five to the eighteen motivational patterns discussed previously, the total coming to 80 rather than 90 as a result of the consolidation of two of the autistic acting-out patterns (personal injustice and atonement) and two of the dominance patterns (parents and colleagues--superordinates). The subjects were required to sort the eighty items into eight categories, ranging from those with which they strongly agreed or felt to be highly characteristic of them to those strongly rejected or highly uncharacteristic. One item was to be put in the first and last categories, four in the second and seventh categories, thirteen in the third and sixth categories and twenty-two each in the fourth and fifth categories.

The Q-Sort responses were subjected to an item analysis, means analysis by areas, and an inter-subject correlational analysis. The findings were consistently negative.

The extent to which individual differences were obscured can be seen from Table 1 where subjects and items are grouped by motivational categories and a distribution of item means is shown.

Another way of demonstrating the lack of differentiation yielded by the Q-Sort is to examine the inter-subject correlations presented in Table 2.

Tables 1 and 2 both indicate more communality between the subjects than individuality. That the Q-Sort should not have reflected the considerable personality differences between the subjects was unexpected, and an analysis was made of the responses to each item in an effort to determine why the individual variations in motivations were masked.

Each item was inspected to see the extent to which the 28 subjects who took the Q-Sort (the return from one subject was unavailable) differed in responding to it. It became apparent that some items were considerably over-represented in either the high agreement or high disagreement categories. From the list of 80 items, those items which 50% (14) or more of the subjects sorted into either the first three or last three categories were selected for further study. Table 3 presents these items.

The extent to which these 25 items forced the other 55 items to be sorted in the middle categories can be appreciated from an examination of Table 4. Each of the 28 subjects could place only one card each in the first and eighth categories, yet out of this possible total of 56 card sorts the 25 items listed in Table 3 were placed 41 times in the extreme positions. Four cards each were to be placed in the second and seventh categories, for a total of 224 responses for all subjects, but the 25 extreme items account for over half (122) of the possibilities. For all six of the extreme categories there are 1,008 card sorts available, 440 of which are accounted for by the 25 selected items. Thus, less than one-third of the total number of items are accounting for almost half of the total number of responses possible in the six extreme categories.

The Q-Sort failed to produce significant findings because 25 items appeared in the extreme positions so frequently that the possibility of discriminating between subjects was severely restricted. These 25 items were unwittingly assessing an ideology common to most of our population,

Table 1

The Distribution of Means for Q-Sort Items Grouped by Motivational Category for Subjects Representing Particular Motivational Patterns (N = 28)

Subject Types	Q-Sort Item Blocks															
	IA	IB	IC	ID	IE	IIA	IIB	IIC	III A-1	III A-3	III A-4	III B	III C	III D-1	III D-3	III E
IA	4.6	5.4	5.5	4.8	5.2	3.8	3.5	5.4	4.7	4.0	4.1	3.9	5.3	4.0	4.9	3.8
IB	5.3	5.2	4.7	5.2	5.6	3.5	4.0	4.2	4.3	3.9	5.1	3.6	4.1	4.0	5.0	5.1
IC	3.0	3.2	6.6	3.2	4.6	4.8	5.0	5.4	5.2	5.0	4.8	4.2	5.8	3.6	4.2	3.4
ID	4.5	4.2	5.3	4.7	4.9	3.1	3.3	5.3	4.4	4.8	4.3	4.5	5.0	4.1	5.1	4.4
IE	4.5	4.5	6.3	5.0	4.7	2.9	3.8	5.1	4.9	4.2	4.2	4.0	4.8	4.5	4.6	4.5
IIA	5.4	4.8	5.7	5.3	4.6	3.1	4.0	4.3	4.1	4.3	4.5	4.6	5.0	3.4	4.9	4.0
IIB	4.4	4.2	5.2	4.9	4.7	3.0	4.2	5.0	4.8	4.2	4.7	4.3	4.6	4.4	4.8	4.6
IIB/C	5.0	5.0	5.4	4.4	5.0	3.6	3.6	4.0	5.8	4.4	4.6	3.8	5.0	3.6	4.6	4.2
IIIA-4	5.2	4.7	5.9	4.6	5.1	3.3	3.4	4.1	4.7	4.4	4.6	4.3	4.5	4.0	5.4	3.8
IIIB	4.6	4.7	6.1	4.9	4.9	3.1	3.0	4.5	4.3	4.1	4.7	4.1	5.2	4.6	4.6	4.6
IIIC	4.3	4.7	5.9	4.8	5.2	3.0	3.1	5.0	4.3	3.7	4.7	4.1	5.8	4.2	5.1	4.6
IIID	4.9	4.8	6.0	5.5	5.2	3.1	3.4	4.8	4.1	3.7	4.3	3.7	5.4	4.2	4.8	4.5
IIIE	4.4	4.6	5.8	5.0	4.6	2.6	3.0	4.2	4.0	4.6	5.0	4.4	6.2	3.8	5.6	4.2
IIIC/E	5.6	5.0	6.8	5.0	5.2	2.6	3.8	4.4	3.6	3.2	3.2	3.6	4.6	5.4	5.8	5.4

Table 2

Distribution of Q-Sort Intercorrelations

Correlation	Frequency
.66 - .70	4
.61 - .65	17
.56 - .60	23
.51 - .55	44
.46 - .50	50
.41 - .45	55
.36 - .40	49
.31 - .35	41
.26 - .30	58
.21 - .25	19
.16 - .20	9
.11 - .15	3
.06 - .10	2
.01 - .05	1
(-.04) - .00	1
(-.09) - (-.05)	2
	378

Table 3

Q-Sort Items Assigned by Fifty Per Cent or More of the Subjects Into Either the First Three or Last Three Categories

Motivational Pattern	Item No.	Item	% Responses in Three Extreme Categories	Direction of Response
Positive values assoc. with pay, hours, etc.	4	When I was in college it seemed that a degree in education was just about the easiest to get	71	Reject
Positive values assoc. with status and security	6	The only education available to me after high school was at a state teachers' college. After college the only thing I could do was teach.	64	Reject
	9	A teacher is an important and respected part of the community.	54	Accept
	10	I knew that the demand for teachers being what it was, wherever I went I would be pretty sure of a job.	50	Reject
Negative values assoc. with status and security	11	Knowing what I do now about education I would certainly never recommend teaching to a youngster.	64	Reject
	13	I'd like to quit teaching, but I've got too much invested in the retirement fund.	71	Reject
	14	I often wonder why I ever became a teacher.	57	Reject
	15	I've thought of leaving education but I don't have the training for any other kind of work.	61	Reject
Identification with family patterns	17	Some of my best friends in college were Education majors so I became one, too.	71	Reject
Identification with specific subject matter	24	Without an advanced degree, all I could do with my subject was to teach.	57	Reject
Nurturance	26	I love children and I think they love me.	54	Accept
	27	I think there is something very rewarding about helping children to find themselves.	71	Accept
	28	I am more interested in the personal and social development of the children than in the purely academic aspects of their growth.	68	Accept
	30	I like thinking that someday, perhaps partly because of me, some of my students may amount to something.	79	Accept

Table 3 (Continued)

Motivational Pattern	Item No.	Item	% Responses in Three Extreme Categories	Direct of Respor
Idealism	32	I feel that a teacher can be a real influence for good.	86	Accept
	33	I want to be part of molding a generation of effective citizens.	82	Accept
Self-sacrifice	36	There was such a shortage of teachers that I felt that this was an area where I could serve.	54	Reject
	39	Teaching is my only real interest in life.	61	Reject
Autistic	43	Some of the children I work with have already gotten some pretty rotten breaks out of life. I want to help them all I can.	50	Accept
Succorance	57	I like children and I want them to like me.	57	Accept
Exhibitionism	63	I like to put on a good show for the kids.	50	Rejec
Dominance over Students	69	Children need to be taught the difference between right and wrong.	64	Accep
Dominance over parents, colleagues and superordinates	72	When you are a teacher you always have to be on your toes; there is always some teacher or parent waiting to trip you up.	61	Rejec
	75	A good teacher sometimes has to take the child's part in his struggles against adults.	57	Accep
Bureaucracy	79	It is essential that both teachers and pupils know the school rules and obey them.	57	Accep

Table 4

Distribution of Responses to Twenty-Five Selected Items Among the Six Extreme Categories

	Category					
Responses	1	2	3	6	7	8
Selected Items	21	61	136	141	61	20
Total Possible	28	112	364	364	112	28

evidently reflecting certain stereotypes of good and bad attitudes towards teaching. Before the Q-Sort can be used any further in exploring teacher motivations these particular items must be altered to reduce their common ideological appeal.

Conclusions

It is apparent that the Q-Sort provided very little regarding differences in motivation between the members of our original criterion group. To a large extent the Q-Sort items appeared to reflect prevailing attitudes towards education and teaching rather than the private values of the subject.

In marked contrast, data from the interview, T.A.T. and Activities Index, providing material from three different levels of awareness, furnished a unique opportunity for the understanding of the unconscious satisfactions teaching provided, at the same time enabling us to see the mechanisms by which these satisfactions were rationalized at the conscious level. For example, a teacher who had been severely deprived of recognition in her childhood appeared to be using the classroom situation to gain affection from her pupils; her conscious attitude was that a teacher cannot be effective unless the children approve of her. Another teacher who came from a punitive, demanding home seemed to value working with children for opportunities this provided for the demonstration of personal competence and ability; the rationalized attitude was that a teacher should always demand respect from his class.

It became clear that the choice of teaching and the day-to-day behavior of a teacher in the classroom were overdetermined aspects of behavior, stemming from early experiences in the family, early experiences in school, native talents, and forces operating in the school system. The interplay between these sources seemed of less significance in itself, however, than their residual effects in terms of the gratifications the subject obtained from teaching, the attitudes held towards teaching practices, and the personal needs and coping mechanisms characterizing the subject's interpersonal behavior.

The significance of consistency among gratifications, attitudes and needs was most clearly revealed in the cases of those individuals whose classroom behavior was seemingly at variance with the interview, TAT and AI data.

For the cases of both Mrs. X and Mr. Y presented earlier, for example, some interpretations made from the TAT, Activities Index and the interview were substantiated and some were not. Mr. Y's close identification with the adolescent group, his concern over his masculinity and his need to do things for others so that they would like him were all witnessed by the observers. Mrs. X's energy level, her interest in self-display and the ease with which she could be dominated by others were similarly noticed by the observers. However, we failed to predict the complete inability of either teacher to control the class, since each of them during their interviews expressed the point of view that the teacher is responsible for directing and guiding the development of the pupils.

In these cases all expressed attitudes had been given credence, whereas the only element of consistency between gratification, attitude, and need was represented in terms of succorance from children for both Mrs. X and Mr. Y. It became increasingly clear, from an examination of similar apparent discrepancies between unconscious motives, consciously-held attitudes and overt behavior in class, that a multi-level approach would have to be adopted for the purpose of measuring teaching motives objectively. In order to distinguish adequately between various motivational possibilities for any given individual, an adequate test of teacher motivation would have to contain items reflecting not only the gratifications received from teaching but also the attitudes held about teaching practices.

With these considerations in mind several hundred test items were written as the interview and TAT materials were re-read and discussed, frequently reproducing or paraphrasing the teacher's own spontaneous statements. The Teacher Preference Schedules, to be described in a later section, were constructed from this pool. Prior to this, however, the procedures involved in the classroom observations developed in anticipation of the aborted second-year phase of the study will be discussed.

CLASSROOM OBSERVATIONS

In anticipation of the application of the teacher motivation tests which were being constructed, plans were made to spend the second year of the study collecting data in the second and fifth grades of various school systems in this part of New York State. Mr. John O'Donnell, superintendent of schools in Oneonta, New York, Mr. Ralph Perry, Principal of the Central School, New Hartford, New York, and Mr. Elliott Hughes, Principal of the Clinton Road Grade School, New Hartford, New York, all agreed to open their schools to the observers assigned by the project. In addition, two schools in Oneida, New York, and at least one school in Syracuse were available for observation. Arrangements were also being made to observe a school in Marcellus, New York.

We had hoped to use the teacher motivation tests to predict the psychological climate and the quality of interaction between the pupils and teacher. We had also hypothesized that the motives of the teacher would be reflected in such aspects of pupil performance as absence and tardiness records, referrals for disciplinary action to the principal's office, and sociometric patterns within the classroom. We were particularly interested in determining whether those teachers whose pupils seemed to learn the most had particular patterns of motives that did not characterize other teachers. To assess the extent of student learning we were preparing to administer achievement tests in the schools at Oneonta at the beginning of the semester and at the end, so that the differences between classes could be compared with the motives of the teacher.

Of the various methods available for the categorization of on-going behavior (15) it was decided that the behavioral rating scale technique was most appropriate for our purposes. The choice of observers was largely dictated from our observation that teachers would cooperate best with the project only if they felt that the observers knew first-hand the difficulties in teaching and were sympathetic to the problems of the teacher. For this reason it was decided to utilize teacher-trainees as observers rather than others who might have had more sophistication in psychological theory or in research methodology. The choice of teacher-trainees meant that the rating scales had to be based on behavior which had specific, observable, easily identifiable referrents. Further, the scales had to involve little dependence on knowledge of the psychological meaning of various symptomatic expressions of behavior, relying instead on naive observation of all that went on in the room.

The construction of the first set of classroom rating scales was further influenced by the fact that the Teacher Preference Schedules were still in preparation, so that we had to look elsewhere for a measure of unconscious needs to relate to the ratings. Since we were going to practice the observations on some of the teachers who had served as subjects in the original criterion study, the original rating scales were written to parallel the Activities Index which had already been given these subjects. The set of observer scales that was ultimately used for classroom observations consisted of 36 nine-point rating scales, 12 describing pupil behavior and 24 describing teacher behavior (See Appendix D, Classroom Rating Forms).

As the first step in construction of the scales a staff member visited several Syracuse classrooms to see the kinds of behavior that could be observed. After tentative scales had been constructed two staff members visited classrooms and made independent ratings for both pupil and teacher behavior. The agreement at this point between the two staff members was sufficiently high to warrant securing observers to begin training in classroom observation.

The two observers who were selected, seniors in the School of Education at Syracuse University, were highly recommended by their supervisors for their excellent showing in their student teaching course. Their initial training in the use of the scales took place at the Demonstration School, Oneonta State Teachers College. Two days were spent defining the individual scales and training them to observe and translate behavior to a numerical rating.

The procedure for training consisted of the observers and the project staff member taking seats in the back of the classroom, remaining as inconspicuous as possible under the circumstances. From time to time the three observers would step out into the hall to discuss the significance of what had been taking place and to define further the scales that seemed to remain ambiguous. When there seemed to be general agreement regarding the use of the scales, inter-observer reliability was computed for the independent observation of one period in each of four classrooms. The observers made one rating on each of the scales after the end of each class period. The correlation between Observer 1 and Observer 2 was .73, between Observer 1 and Observer 3, .68, and between Observer 2 and Observer 3 the correlation was .71. While these correlations were not high, they were based on a minimum of training, indicating that the scales could be used with relatively unsophisticated observers if more intensive observing experience could be provided.

in the classrooms of eight of the teachers who had been intensively studied. The length of the time period for observation has long been a problem in any attempt to assess on-going behavior but most investigators agree that the longer the time spent with the subjects the more the presence of the observer is forgotten and the greater the probability of witnessing natural, unthreatened activity. It was decided, therefore, to have each teacher observed for one day apiece by each observer. The observer sat in the back of the room, neither taking notes of any kind nor interacting with the pupils or teacher. At the end of each class period she left the room to make her ratings. The data, then, consisted of ratings given each class over a two-day period with each observer contributing one day's ratings.

To determine the relationship between scores on the Activities Index and behavior in the classroom, the scores of the eight teachers were rank ordered on the various AI scales and on the pooled observers' ratings. The rank-order correlations which were then computed between selected rating scales and AI scores are given in Table 5.

It should be noted that the negative correlations in Table 5 do not necessarily indicate that the relationships are in the direction opposite to that which was expected, but may only mean that the observer scales and the AI begin at opposite ends of the variable in question. Appendix D, Classroom Rating Forms, should be consulted in determining the direction of these relationships.

Table 6 presents the distribution of rank-order correlations with sign disregarded for 48 comparisons, selected somewhat arbitrarily from the 1,152 possible intercorrelations. The median *rho* for the ratings of the pupils and the AI scales was .425, while the median *rho* for the ratings of teacher behavior and AI scales was .47. In general there were fewer extremely high correlations than had been anticipated, although the relationships were consistently in the direction predicted. The correlations tended to be lowered by the frequent tied ranks found in both the AI scores and the ratings. Since we were dealing with an extremely small population, any factor which affected the performance of a subject on either variable tended to exert an undue influence on the correlation. One of the subjects had failed to respond to many of the AI items, so that his scores had to be extrapolated from the relatively few items he answered. What his "true" score would have been is difficult to ascertain but certainly there is much error in the score he was given on the AI, thereby influencing to some unknown degree all the rho's that were computed.

The purpose of determining the correlations was not to make a validity study of the AI but to check the feasibility of using rating scales such as those with observers such as these. We concluded in the case of both the rating scales and the observers that we were on the right track.

There is little that can be said regarding the relationships between the AI and the classroom ratings. In general, those psychological variables that deal with visible, dramatic behavior seem most highly related to classroom behavior. Notice that aggression, exhibitionism and impulsion all seem to relate highly to behavior ratings. However, those aspects of behavior that must be inferred--nurturance, succorance, sexual interest, affiliation--seem to relate to behavioral ratings rather poorly. This may either be due to the very small sample, insensitivity of the observers or to the transformations which characterize the latter variables before their appearance in overt fashion.

Table 5

Rank-Order Correlations Between Observer Ratings and Selected Activities Index Scales

Rating Scales	AI Scales
A. Child Behavior	
1. Cooperation-competition	Dominance -.51
2. Dependent-autonomous	Autonomy .17; Dominance .21
3. Class organized-class disorganized	Change .23
4. Aggression-no aggression	Infavoidance .29; Dominance -.42
5. Status differences-no status differences	Aggression -.05
6. Seek teacher's attention-withdrawn from teacher	Nurturance .57; Affiliation .14 Dominance .57
7. Emotionality-placidity	Impulsion -.89
8. Play-no play	Energy -.68; Play .62
9. Listless-much energy	Energy .43
10. Aggressive to teacher-deferrent	Abasement .60; Deference .22
11. Like teacher-dislike teacher	Infavoidance .70; Succorance .33
12. Class tense-no tension	Dominance .54; Aggression -.45; Impulsion .62
B. Teacher Behavior	
1. Friendly to class--disinterested	Affiliation -.36; Rejection .25
2. Preoccupied with self-not aware of self	Narcissism .24
3. Protects-does not protect	Nurturance .10
4. Wants approval-unconcerned over approval	Succorance .12
5. Dominant-gives class some control	Dominance .44
6. Feels inadequate-acts confident	Abasement -.49
7. Hostile-uncomfortable with aggression	Aggression -.74*
8. Energetic-listless	Energy -.60; Aggression -.74*
9. Emphasizes learning-relaxed re. learning	Energy .33
10. Aware of sex of child-no sex differentiation	Sex -.01
11. Overdramatic-shy	Exhibitionism -.82*
12. Jokes, laughs-serious, sober	Play .62
13. Cautious re. injury-careless re. injury	Harmavoidance .53
14. Open criticisms-conceals evaluations	Infavoidance -.55
15. Encouraging-easily discouraged	Adaptiveness .82*
16. Room orderly-room messy	Order -.45
17. Work planned-work disorganized	Disjunctiveness -.04
18. Work repetitive-work changeable	Change .23; Impulsion .67
19. Informal-restrained	Impulsion -.52
20. Passive-intense	Energy .53
21. Gives no praise-frequently praises	Rejection .64
22. Uses punishment-no punishment	Dominance .60
23. Likes class-dislikes class	Rejection .31
24. Nervous-relaxed	Energy .27

*With N=8, a rank-order correlation of .71 is significantly greater than zero at the .05 level and a rank-order correlation of .86 is significantly greater than zero at the .01 level.

Table 6

Distribution of Observer Ratings and Activities Index Rank-Order Correlations

Correlation, sign disregarded	Pupil Scales	Teacher Scales
00 - .04		2
.05 - .09	1	
.10 - .14	1	2
.15 - .19	1	
.20 - .24	3	2
.25 - .29	1	2
.30 - .34	1	2
.35 - .39		1
.40 - .44	2	1
.45 - .49	1	2
.50 - .54	2	3
.55 - .59	2	1
.60 - .64	3	4
.65 - .69	1	1
.70 - .74		2
.75 - .79	1	
.80 - .84		2
.85 - .89	1	
	21	27

THE TEACHER PREFERENCE SCHEDULES

It was noted earlier that the rationale for the development of instruments for diagnosing teaching motivation emerged from a detailed examination of case studies of selected teachers. These case studies were based on depth interview, TAT, Activities Index, and Q-sort data for twenty-nine subjects who had been nominated by a panel of their colleagues as representative of a number of motivational patterns conceptualized on an *a priori* basis.

In analyzing these case studies a breakdown was made for each subject of motivational, attitudinal and needs processes relevant to teaching. Unconscious motives for teaching were inferred from statements obtained in the interviews regarding primary sources of gratification obtained from teaching. Thus, a teacher who spoke of the satisfaction she felt when one of her pupils referred to her as "mother" was considered to have revealed a nurturant motive. Attitude statements were identified in terms of ideological justifications for various teaching practices, e.g. "a good teacher has to be a super-salesman" was classified as an attitudinal rationalization for exhibitionistic behavior. The TAT and Activities Index provided information regarding personality needs.

When these data were examined it was found that each teacher could be classified in a number of motivational and attitudinal categories. Consistency in both motive and attitude for the same teacher was restricted to a smaller number of categories however. When these were checked against the needs profile obtained from the Activities Index and the TAT, this being taken as a base from which to predict characteristic interpersonal trends, a single basis for consistency was found for each subject which proved identical with the original motivational category for which the teacher had been nominated by her colleagues.

Insofar as our estimates of motives were inferred indirectly from the teacher's own verbalizations regarding the kinds of gratifications in teaching which she considered most important, it is not surprising in retrospect that we should have found each of our subjects referring to several different sources of personal satisfaction. Which of these is in fact the most crucial for the individual now appears to us to depend on two further factors: (1) the existence of congruent personality characteristics which determine the kinds of relationships a teacher will sustain with the pupils, and (2) the acceptance of a supporting ideology which provides the teacher with the justification or mandate for the behavior which gratifies the underlying motive. Thus, a teacher who is motivated by a desire to win love and affection from pupils may be expected to find shy demonstrations of affection highly gratifying, but is likely to behave in a consistently maternal fashion only if a high degree of nurturance is characteristic of her interpersonal techniques, and if she also embraces a teaching ideology which stresses the importance of warmth and support in the learning process.

Reformulation of Motivational Patterns

The next step in the implementation of this position involved the development of scales for the measurement of teaching gratifications and attitudes. In the process of building these scales our conceptions of the underlying motives were modified in various ways, ultimately leaving us with twelve possibilities. These may be summarized briefly as follows:

1. Practical. These people utilize teaching as a means of achieving pragmatic, utilitarian, tangible goals. Involvement in teaching is limited to the instrumental value the occupation has for such individuals, in terms of hours, pay, vacations, and similar sources of gratification. Since their primary investments are in non-academic activities, the supporting attitudes must necessarily justify detachment.

2. Status-Striving. These are the individuals for whom the ascribed status of the teacher is more important than the teaching function. Whether for socio-economic reasons, family ambitions, or personal identifications, they find considerable gratification in teaching from the prestige it confers on them. The significant attitudes in this case reflect a preoccupation with professional dignity and propriety.

3. Nurturant. These teachers are characterized by a pervasive feeling of affection for children, and a desire to assist and support them. These teachers are warm and loving in their relationships with children, devote themselves freely to their pupils problems, and derive their greatest satisfactions from the reciprocal affection and gratitude of the children. They justify these activities on the grounds that a child's greatest need is for love.

4. Nondirective. The motive here is to minimize the pupils' expression of dependency on the teacher. These teachers feel rewarded to the extent that their pupils demonstrate capacities for self-direction, and they identify with an ideology which stresses respect for the integrity of the child and justifies the use of pupil-centered classroom techniques in the name of self-actualization.

5. Rebellious. For these teachers, the central theme is a dedication to reform and improvement. These teachers are the organizers and critics of the profession, and find gratification in the opportunities which exist for championing the cause of an underdog. Relevant attitudes involve criticism of contemporary practices in educational administration, and a generally negative view concerning the qualifications and motives of authority figures.

6. Preadult-Fixated. These people prefer the society of children to that of their own agemates, feeling essentially inadequate in the role of an adult. Their greatest pleasures in teaching come from sanctioned opportunities to participate vicariously, and sometimes directly, in the activities of their pupils. Their attitudes reflect an idealization of childhood and a justification for identifying with pupils.

7. Orderliness. The motive here is to codify and regulate behavior, minimizing the uncertainties inherent in personal interactions. These teachers are characterized by a compulsive preoccupation with rules and procedures, and are most gratified by demonstrations of bureaucratic timing and organization in the classroom and school. They justify this in terms of the need for developing good pupil habits.

8. Dependency. The focus for these teachers is the inverse of the rebel. Their personal insecurities are expressed in the form of a reliance on support from authority figures, and their major gratifications in teaching come from close supervision and guidance. Supporting attitudes justify compliance and cooperation with authority on the grounds that superiors know best.

9. Exhibitionistic. For this group of teachers the motive is oriented toward personal display and attention-seeking. These teachers achieve satisfaction from opportunities to entertain and captivate their pupils. They have a pervasive need to be admired, and rationalize their exhibitionistic activities in the classroom on the grounds that clowning, personality, and showmanship are essential qualities for effective instruction.

10. Dominance. These individuals are concerned with reassurances regarding their own superiority and value. The subordinate status of the pupil is a significant source of gratification for them and they derive considerable pleasure from activities which keep the child in that position to the enhancement of their own. These behaviors are justified in terms of the need to maintain discipline.

The motives, gratifications and attitudes implied in these brief sketches are summarized for convenience in Table 7. It will be noted that the underlying motives have not in every case been fully interpreted, and that the gratifications and attitudes have been phrased more often in terms of the construction placed on them by the teacher than by the psychological observer. It would be more accurate, in fact, to consider these descriptions of ten teaching roles, each of which may be delineated in terms of an underlying unconscious motive (inferred from gratifications obtained in the teaching situation) and buttressed by relevant cognitive rationalizations.

Test Rationale

Gratifications Measure

The contents of Table 7 were based directly on an analysis of case studies of teachers, and the table provides in turn specifications for developing diagnostic instruments from the teachers' own verbalizations. The Teacher Preference Schedule, Form G 158 (Appendix E) consists of 100 items distributed in blocks of ten among the ten sets of gratifications listed in Table 7.

As examples of the types of teacher statements reproduced or paraphrased as items for each of these scales, the ten statements below have been selected as illustrative of the gratifications associated with

Table 7

A Summary of Ten Teaching Roles in Terms of Motive, Gratification and Attitude Components

Motives	Gratifications	Attitudes
1. Practical	Instrumental rewards	Detachment
2. Status-striving	Prestige	Professional dignity
3. Nurturant	Children's affection	Providing love
4. Nondirective	Children's autonomy	Encouraging self-actualization
5. Rebellious	Promoting teacher's rights	Reforming schools
6. Preadult-Fixated	Vicarious participation	Identification with children
7. Orderliness	Obsessive compulsions	Developing good pupil habits
8. Dependency	Support from superiors	Cooperation with authority
9. Exhibitionistic	Children's admiration	Showmanship
10. Dominance	Children's obedience	Maintaining discipline

each of the ten areas cited in Table 7. The full list of items for each of the individual scales will be found in Appendix F.

1. **Practical:** "Finishing all my work during the school day, so that when I go home my time will be my own."
2. **Status-striving:** "Being selected to represent the teaching profession on a civic committee."
3. **Nurturant:** "Having a pupil confide in one as in a parent."
4. **Nondirective:** "Inviting pupils to question my decisions and express their own opinions."
5. **Rebellious:** "Fighting for better pay, sickness and accident prevention, retirement provisions, etc., for teachers."
6. **Preadult-Fixated:** "Being invited by the pupils to join in their games or parties."
7. **Orderliness:** "Having the pupils do over papers that are not neat."
8. **Dependency:** "Having a principal who takes a close interest in the things I do."
9. **Exhibitionistic:** "Being appreciated by the children for my sense of humor."
10. **Dominance:** "Running my class with a firm hand."

Attitude Measure

The teacher's own protocols similarly provided us with the basic pool of items for the ten attitude scales, samples of which are reproduced below. It will be noted that each of these statements represent assertions about educational practices, constituting ideological justifications for the behavior implied by the related teaching role. Appendix G contains the questionnaire booklet for Teacher Preference Schedule, Form A 158; the full list of items for each of the individual attitudes scales are given in Appendix H.

1. **Practical:** "It wastes a lot of the teacher's valuable time when he has to deal with problem children himself, instead of being able to refer them immediately to the principal, guidance officer, or school psychologist.
2. **Status-striving:** "Teachers are among the cultural and educational elite of their community."
3. **Nurturant:** "A pupil's just need is for warmth and tenderness."

4. **Nondirective:** "Children should never be embarrassed or made to feel inferior by a teacher."

5. **Rebellious:** "Many of the most important decisions affecting the schools are made by people who know nothing about education."

6. **Pre-adult Fixated:** "Communication between the teacher and his pupils is facilitated if he can get them to accept him as a 'pal', sort of as one of them."

7. **Orderliness:** "Every assignment must specify exactly what the pupils are to do and how they are to do it."

8. **Dependency:** "A teacher can seldom go wrong in following his principal's or supervisor's advice."

9. **Exhibitionistic:** "A little clowning is a good way to hold the student's attention and make the learning process more pleasant."

10. **Dominance:** "There are fewer disciplinary problems when pupils are somewhat fearful of the teacher."

Role Measure

The final instrument prepared is known as Motivations for Teaching, Form M158 (Appendix J). It was designed as an afterthought, and attempts to cover the same ground as the attitude and gratification Preference Schedules in a more direct fashion. Form M consists of brief paragraph descriptions of each of the ten teaching roles, to be ranked in terms of relevance as a self-description. This might conceivably provide an alternative, and somewhat more economical measuring device than the preceding two forms.

The paragraph which follows is an example of the role descriptions used in this test. It is intended to be a description of an exhibitionistic teacher:

> "My greatest satisfaction in teaching came from my successes in captivating the interest and attention of the children. The most important problem in education is to motivate the student and, it seems to me, the best way to do this is to make the material of real interest to him. When the teacher is vivid, exciting, and colorful, the children can't help but become aroused themselves. I like to use demonstrations, dramatizations, and other techniques which help to make the lesson entertaining, and I try to introduce as much freshness and originality as possible into my teaching. In the final analysis it's the impact of the teacher as a personality that makes for the difference between successful and unsuccessful teaching."

Test Format

The items for the attitude and gratifications Preference Schedules described above are arranged so that machine scoring with IBM equipment can be done for the ten scales in two runs. Using elimination keys in both runs, four scores are obtained on the first and the remaining six on the second. To achieve this economy in processing, certain limitations are gotten in item arrangement, but items from the same scale have been distributed in sets of two or three separated by ten to twenty items from other scales and no two items within a subset from the same scale follow one another in immediate succession.

These two tests are self-administering, following instructions reproduced with the question booklets (see Appendices E and G), and require from 25 to 40 minutes to complete. Both forms require responses to be made on a six-point scale, ranging from "strong dislike, disapproval" to "strong liking, preference, approval" in the case of the gratification items, and "strong disagreement" to "strong agreement" for the attitude items. A special answer sheet was designed for this purpose and is reproduced in Appendix I.

The Motivations for Teaching test involves the ranking of ten role descriptions and is not amenable to machine scoring. Like the other two, however, it is self-administering and contains its own instructions and materials (see Appendix J). To facilitate comparison the ten descriptions are each reproduced on a separate card. Administration time involves 20 to 30 minutes for the present form, which required the subjects to rank the descriptions twice: once for "self" and once for "ideal." The latter ranking is not essential, however, so that the normal administration time would be closer to 10 to 15 minutes.

Normative and Validational Data

Test Samples

The three instruments just described were administered to two samples of education students. The first consisted of 105 freshmen, 30 of them males, at the Cortland State Teachers' College. The second was composed of 42 seniors, all female, in the School of Education at Syracuse University, all of whom had completed a semester of practice teaching. The Cortland group was administered the tests during regular class sessions; the Syracuse sample was contacted by mail and represents a 42 per cent return from the 100 students originally solicited.

Results

Scale Adequacy. Test-retest reliabilities for the tests are not available from the present samples since it proved difficult to arrange for time for a second administration. The short lengths of the individual subscales (10 items each) is a contraindication for the use of a split-half reliability estimate, and the form of the item response (six-point range) makes the Kuder-Richardson unwieldy, if not inapplicable. However, the discrimination indices for the items in each scale provide a basis for inferring the probable stability of the various scales.

The item discriminations were based on the upper and lower 27 percent of the distributions on each scale, following the procedure described by Ebel (10), and using the scale mean to obtain the cutting point for dichotomizing each item. These data are reproduced in detail along with the response level for each item in Appendices F and H.

The 400 indices range from -.11 to +1.00, with a median of +.43. Table 8 provides a summary in terms of the average discrimination per scale on each form for each of the two samples. It will be noted that the lowest scale average is .26, well above the value indicating a significant discrimination, and most of the entries are above .40. An even clearer picture of the effectiveness of the scale items is given on the right side of Table 8, in terms of the number of items per scale per school with values below .20. There were 13 such items for the Cortland group on Form G, and 10 on Form A. The Syracuse sample provided 25 such apparently poor items on Form G, 20 on Form A. Of these 68 instances, however, 34 are between .10 and .20 and therefore to be regarded as tending to discriminate in the right direction. Furthermore, these 68 indices do not necessarily represent the same items for both samples and an item which discriminates for the freshmen but not for the practice teachers (or vice versa) may still be a good item.

Nineteen of the items which had poor discriminations in one sample but not the other are listed in Table 9. These were selected because of the extreme differences in the results for the two groups. It will be noted that the seeming inconsistencies might well be attributed to the differences in the experiences of the two groups of subjects, the responses of the Cortland freshmen suggesting expectations concerning the classroom considerably more idealistic than those of the Syracuse practice teachers. It is not clear, of course, whether these differences should be attributed to the differences in teaching experience, age and general maturity, the background and personality factors which lead to a choice of a State Teachers' College or a University, or institutional climates, but it would appear that these items are useful for the purpose of exploring questions involving the influence of such factors on the development and modification of attitudes towards teaching.

The more clearly suspect items would be those which failed to meet the value of .20 for both samples. There are 9 such items on Form G and 4 on Form A, as shown in the last two columns of Table 8. These 13 items are reproduced in Table 10. In most cases the total number of respondents accepting (or rejecting) these items was extremely high, thus accounting for their poor discriminations. The high consensus on these items also indicates that they reflect some common core of teaching role constructs that we had occasion to comment upon earlier in connection with the Q-sort questionnaire.

The high level of discrimination for most items on all scales suggests that the reliability of these scales can be expected to be quite satisfactory. It is possible, however, that the scale intercorrelations are so high that these indices are simply reflecting a stability in a total score over all scales. The meaning of such a total score would be difficult to interpret, except perhaps in terms of response set. Our concern must be with the individual scales on which the item analyses were based. The relationships between scales on each form then is the next thing to be considered.

Table 8

Average Item Discrimination Indices[1] and Number of Poor Items Per Scale on Teacher Preference Schedules Form A158 and G158 for the Cortland (N=100) and Syracuse (N=42) Samples.

Scale	Form G		Form A		No. Items Below .20					
	Cort.	Syr.	Cort.	Syr.	G		A		Common to both samples	
					Cort.	Syr.	Cort.	Syr	G	A
1	.40	.32	.39	.41	2	4	1	2	2	1
2	.51	.57	.39	.34	1	1	0	4	1	0
3	.38	.41	.43	.45	3	4	0	3	0	0
4	.40	.50	.37	.38	2	2	1	1	1	0
5	.61	.59	.39	.40	0	0	2	3	0	1
6	.44	.56	.45	.64	0	0	1	0	0	0
7	.36	.26	.32	.51	3	5	2	0	3	0
8	.30	.29	.31	.35	1	5	1	3	1	1
9	.54	.46	.37	.45	0	1	1	2	0	1
10	.38	.36	.44	.42	1	3	1	2	1	0
Totals	.43	.43	.39	.44	13	25	10	20	9	4

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[1] Values above .20 indicate a significant relationship, above .40 highly significant, with the criterion. See note to Appendix F or H for computational procedure.

Table 9

Gratification and Attitude Items with Discrimination Indices Below .20 on One Sample, Above .20 On the Other.

Form and Scale		Item	Cortland		Syracuse	
			% Acc.	Discr.	% Acc.	Discr.
G3	16.	Seeing how much I can do for children who have been deprived of affection and emotional support.	80	.41	50	.09
G3	100.	Having former pupils remember me, stop to talk on the street, or come to visit.	96	.07	59	.82
G8	25.	Having other teacher take an interest in my work and offer me advice or suggestions.	92	.27	50	.09
G8	63.	Relying closely on a supervisor for help and guidance.	30	.45	4	.09
G9	22.	Having my pupils copy my favorite expressions or mannerisms.	32	.55	9	.09
G10	36.	Keeping my classroom so quiet that you can hear a pin drop.	24	.40	9	.18
G10	55.	Having a reputation among the pupils for being a strict teacher.	24	.34	9	.18
A2	68.	The teacher should always behave in a formal, mature and dignified fashion.	38	.41	4	.09
A3	62.	The true teacher never forgets his pupils, never ceases to care about what becomes of them.	62	.43	18	.18
A3	74.	There's a lot to be said for the system in which the teacher keeps the same pupils for a number of grades.	33	.44	22	.09
A4	71.	Children who are told what to do soon lose the capacity to think for themselves.	42	.40	18	.18

Table 9 (con't)

Form and Scale	Item	Cortland		Syracuse	
		% Acc.[1]	Discr.	% Acc.	Discr.
A5	26. Most teachers are too submissive in their relations with their superiors.	66	.44	27	.17
A5	28. The people who get ahead in education are the people who don't step on anybody's toes.	50	-.11	18	.35
A6	29. To really understand the pupils, it's necessary to be able to imagine what it's like to be one of them.	79	.18	63	.56
A7	61. The fairest way to evaluate pupils is to keep a careful record of all their oral and written work.	46	.18	54	.73
A8	47. A teacher is duty-bound to stand by the principal under all circumstances.	18	.37	31	.08
A9	27. A good teacher never presents the same material in the same way twice.	28	.41	50	.09
A10	35. There are some situations arising in school for which corporal punishment is the only real answer.	50	.63	4	.09
A10	53. No learning can take place when children are whispering or laughing.	54	.11	37	.54

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[1] Percent of the group accepting the item as characteristic or true (see note to Appendix F or H).

Table 10

Gratification and Attitude Items with Discrimination Indices Below .20 For Both Samples

Form and Scale	Item	Cortland		Syracuse	
		% Acc.	Discr.	% Acc.	Discr.
G1	11. Getting home early enough to spend a few hours every afternoon with my family and/or other interests.	94	.12	96	.09
G1	15. Discouraging children from telling me personal things about themselves.	14	.15	18	.00
G2	56. Getting together socially with teachers rather than with other kinds of people.	8	.15	9	.18
G4	75. Helping children to discover and assert their own individuality.	90	.19	96	.09
G7	34. Keeping my classroom clean and neat.	88	.15	96	.09
G7	47. Scheduling activities of the school day minute by minute.	4	.07	0	.00
G7	55. Discouraging class discussions and other distractions from the planned lesson.	4	.07	4	.09
G8	21. Being complimented by my supervisor or principal.	90	.19	96	.09
G10	94. Having the pupils maintain proper respect at all times for my position as their teacher.	94	.12	96	.09
A1	79. Helping children after school encourages them to be lazy and inattentive during class.	6	.11	4	.09
A5	17. The teacher has a personal responsibility to keep informed about those aspects of local politics which affect the schools.	90	.12	73	.00
A8	21. Principals and supervisors have been selected for their competence and leadership ability and are entitled to respect.	88	.15	96	.09
A9	84. Television has children so used to being entertained that the teacher has to be entertaining too in order to hold their attention	16	.19	18	.18

Interscale Relationships.

Tables 11-14 show the intercorrelations within the gratification and attitude scales for the two samples. The scales have been arranged in the sequence suggested by an informal cluster analysis based on simple inspection of the original matrices. The correlations (tetrachorics) are generally positive, as would be expected in the light of previous remarks concerning a consensual core of teacher role constructs, but it is also apparent that no one factor is likely to account for any considerable portion of the variance in these tables.

The clusters suggested by the ruled sections along the diagonals of these tables are summarized in Table 15. It is apparent here that the various clusters extracted for each of the preceding tables are (1) generally consistent from form to form and from school to school, (2) overlap to some degree among themselves, and (3) tend to progress in the sequence indicated in Table 15.

This progression, it will be noted, groups the Practical, Dominance, Orderliness, and Dependency categories together. The Rebellious scale comes next, operating as a pivotal point with either the preceding groups or with the next sequence consisting of Status-Striving and Exhibitionistic. And a final covariation appears to exist for Exhibitionistic, Nurturant, Preadult-Fixated and Nondirective. This last group might be more generally characterized as child-centered, the first as teacher-centered, and the middle groups going either way. It is interesting to note that the connotations of this middle group, Rebellious and Status-Striving in particular, have meaningful alternatives in terms of child-centered versus teacher-centered orientations.

The uncertainties of tetrachoric correlations make it inadvisable to press these data any more rigorously. However, with these suggestive materials in mind, we might turn to a more systematic analysis of the means and variances of the G and A scales.

The distributions for each of the 20 scales considered thus far are shown in Table 16, presented now in the order suggested by the intercorrelation clusters. There are a number of interesting facets to this table. The cluster sequence now emerges as an order of acceptability as well, the means for the scales associated with the teacher-centerd clusters to the left being low and progressing fairly regularly upwards towards the student-centered cluster scales at the right. Both the gratifications scales in the upper portion of the table and the attitude scales in the lower show this same trend, and the two colleges show a similarly close relationship to one another. In fact, the rank order correlation between college means for both forms combined is .90 and between form means for the combined colleges it is .89.

Despite these high correlations there are some notable differences between forms as well as between colleges. The overall levels of acceptability appear to be somewhat lower for the attitude scales than for the gratification scales. Furthermore, the Syracuse practice teachers reject the teacher-centered cluster scales even more than the Cortland freshmen, the Syracuse means running consistently lower on the Practical, Dominance, and Orderliness scales (1, 10 and 7) on both forms. At the other extreme, The Syracuse means are higher than Cortland for the Nondirective and

Table 11

Intercorrelations Between Gratification Scales For the Cortland Sample (N=104)

Scale	1	10	7	8	5	2	6	9	3	4
1										
10	35									
7	18	68								
8	-21	-06	38							
5	18	24	42	48						
2	00	00	18	32	51					
6	00	-18	18	21	36	35				
9	18	24	24	00	36	46	57			
3	00	06	06	15	18	19	56	51		
4	27	09	-03	23	30	15	32	32	38	

Table 12

Intercorrelations Between Gratification Scales For the Syracuse Sample (N=42)

Scale	1	10	7	8	5	2	9	6	3	4
1										
10	-09									
7	19	34								
8	-11	48	59							
5	-41	-11	33	33						
2	-19	27	68	77	55					
9	11	11	52	54	54	51				
6	-19	-19	12	11	41	47	48			
3	-27	-11	27	04	27	34	40	34		
4	34	04	20	34	32	-05	49	27	11	

Table 13

Intercorrelations Between Attitude Scales for the Cortland Sample (N=104)

Scale	4	6	3	9	7	10	8	2	1	5
4										
6	66									
3	43	59								
9	23	51	58							
7	23	46	32	51						
10	05	35	32	46	51					
8	26	20	45	42	58	14				
2	20	14	29	38	37	08	35			
1	05	23	26	23	23	51	01	-04		
5	35	28	13	34	29	29	13	08	51	

Table 14

Intercorrelations Between Attitudes Scales For the Syracuse Sample (N=42)

Scale	4	3	9	6	5	8	7	10	1	2
4										
3	60									
9	48	48								
6	48	60	48							
5	41	11	41	86						
8	04	34	34	34	42					
7	-11	04	34	48	41	61				
10	08	-11	-11	34	26	82	72			
1	-34	-14	-04	11	18	67	41	66		
2	11	41	56	26	33	42	56	11	03	

Table 15

Summary of Correlation Clusters Within the Gratification and Attitude Scales for Cortland and Syracuse

Scale No.	Motive	Clusters																						Gratifications and Attitudes
		Within G Scales											Within A Scales											
		Cort.						Syr.					Cort.					Syr.						
		A	B	C	D	E	F	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E		
1	Practical	x						x					x	x				x						Instrumental rewards Detachment
10	Dominance	x	x						x				x		x			x						Children's obedience Maintaining discipline
7	Orderliness		x	x					x	x					x	x		x	x	x				Obsessive compulsions Developing good pupil habits
8	Dependency			x					x	x						x		x	x	x				Support from superiors Cooperation with authority
5	Rebellious			x	x	x		x		x	x			x						x		x		Promoting teacher's rights Reforming schools
2	Status-Striving				x					x	x					x			x	x	x			Prestige Professional dignity
9	Exhibitionistic				x		x			x	x	x			x	x					x	x		Children's admiration Showmanship
3	Nurturant						x				x				x	x	x				x	x		Children's affection Providing care
6	Preadult-Fixated				x		x				x				x		x			x		x		Vicarious participation Identification with children
4	Nondirective					x	x					x					x					x		Children's autonomy Encouraging self-actualization

[1] Bipolar

Table 16

Gratification and Attitude Scale Distributions, Means and Sigmas for Cortland (N_G=105, N_A=104) and Syracuse (N=42)

Form	Scale	1		10		7		8		5		2		9		3		6		4	
	Score	Cort.	Syr.	Cort.	Syr.	Cort.	Syr.	Cort.	Syr.	Cort.	Syr.	Cort.	Syr.	Cort.	Syr.	Cort.	Syr.	Cort.	Syr.	Cort.	Syr.
G	55-60	1								2		5		8	14	6	14	6	33	2	14
	50-54	1		3		5				6	12	17	24	24	31	26	43	21	31	18	31
	45-49	5	2	8	2	8		2	7	13	10	30	21	32	45	39	24	24	26	42	36
	40-44	13	7	15	2	25	2	16	19	27	12	24	26	20	7	17	17	30	7	23	17
	35-39	21	17	22	17	30	12	37	28	24	19	16	17	12		9		11	2	12	2
	30-34	30	28	33	21	23	43	27	28	10	14	5	5	2	2	4	2	8		1	
	25-29	16	28	14	29	8	31	13	14	12	14	3	2	2		17		1		2	
	20-24	8	14	4	21	1	5	4	2	3	14	1	2								
	15-19	5	2	1	5	1	7	1		1	5		2								
	10-14				2					2											
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Mean	33.2	30.6	34.8	28.6	37.6	29.6	34.6	35.4	38.2	35.1	43.9	43.1	45.8	49.4	46.6	49.2	44.7	51.2	44.5	49.2
	Sigma	10.3	6.5	6.9	6.7	7.0	4.8	5.7	6.0	8.6	9.9	7.2	8.2	6.6	4.2	5.8	5.2	6.8	5.0	7.0	4.9
A	55-60					1									5	3	5	1	7	1	5
	50-54			3		4	7	2	2	1	5	10	2	4	7	14	24	12	10	8	26
	45-49			3	2	18	10	5	5	12	12	15	19	10	5	29	26	16	7	21	36
	40-44	4	5	21		21		16	14	19	14	46	36	32	21	33	26	28	26	35	26
	35-39	9	7	23	10	32	12	29	38	33	33	22	17	31	31	15	14	21	17	26	7
	30-34	20	7	30	26	19	33	35	21	22	19	4	19	12	19	4	5	13	10	6	
	25-29	32	26	14	28	4	24	10	7	12	14	2	2	10	12	1		4	19	4	
	20-24	24	36	5	7	1	12	3	12	2	2		2	1				4	5		
	15-19	10	14	1	19		2	1					2	1		1					
	10-14	1	5		7																
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Mean	27.2	25.2	34.0	26.3	39.4	32.4	36.8	34.9	36.8	36.6	42.4	39.2	38.3	38.4	43.7	45.3	40.6	38.9	42.1	46.7
	Sigma	5.9	7.4	8.1	7.7	6.4	7.6	6.3	6.6	6.1	6.2	5.4	4.4	6.5	7.1	6.5	6.2	6.3	9.3	4.4	5.0

Nurturant scales (4 and 3) on both forms and the Preadult-Fixated and Exhibitionistic scales (6 and 9) on Form G. The table suggests both groups to be more student- than teacher-centered with the Syracuse sample of practice of practice teachers polarizing this distinction even more than the Cortland freshmen.

We shall be able to interpret these suggested trends more meaningfully by subjecting these data to a three-way analysis of variance involving an evaluation of the differences between colleges, forms, and scales. It should be noted however, that the distributions of the scales at the two extremes of Table 16 are displaced towards opposite ends of the score range. It will be remembered that these scales each consist of ten items, with responses ranging from a possible one to six points. The scores per scale can range then from 10 to 60. The teacher-centered scales show a fair range of values despite their lower means, but the highly accepted student-centered scales tend to be skewed (although it will be remembered that their items were just as highly discriminating as the others). The variances of these high-mean scales are accordingly restricted, and the net effect is to produce an inverse relationship between means and variances. This heterogeneity of the variances is going to limit the validity of our F-test by increasing the risk of Type I errors, and we shall have to obtain decidedly significant F-ratios in order to interpet our findings with any confidence.

Table 17 summarizes the results of the analysis of variance applied to the data on which Table 16 was based. The first test of the variances was made with the Residual Within Groups mean square as an error term. This test suggests that all main effects, simple interactions, and the triple interaction are significant. Remembering that our variances are heterogeneous (further confirmed by a significant Bartlett test), we note that all but the Forms x Colleges interaction are significant above the .001 level (Column F^a, Table 17) and we may be fairly confident then that the differences in each of these effects are attributable to significant variations among means as well as to the variances themselves. Furthermore, the Residual Within Groups term also includes errors stemming from intra-subject variation which has not been separated out here, thus providing an even more conservative estimate of the true F-ratio and increasing our confidence in the obtained results still more.

These finding would be interpreted to mean that there are significant differences between forms G and A, between the ten scales on each form designed to correspond with the motivational patterns, and between the two colleges. Furthermore, the scale scores depend on the forms from which they come and on the college sampled. The only differences which can be ignored are those between forms arising from college variations.

These conclusions are too restricted to be of service to us, unless we can regard the two college samples as a random sample of freshmen and seniors at teacher training institutions in general and attempt to generalize our findings to this population. Such an assumption is not particularly unreasonable in the present circumstances, but we will want to reformulate our analysis in order to provide an adequate test of form and scale differences when the colleges are considered to be random replications rather than a variable. Testing

Table 17
Analysis of Variance Between Forms (Gratification and Attitude), Scales (Ten Motives), and Colleges (Cortland and Syracuse)

Source	Sum of Squares	df	Mean Square	F[a]	F[b]	F[c]
Forms	5334.10	1	5334.10	114.17***		11.86**
Scales	81313.55	9	9034.84	193.38***		20.09**
Colleges	605.51	1	605.51	12.96***		1.35
Forms x Scales	7608.53	9	845.39	18.09***	5.93**	1.88
Scales x Colleges	8506.72	9	945.19	20.23***	6.63**	2.10
Forms x Colleges	307.21	1	307.21	6.50*	2.16	
Forms x Colleges x Scales	1281.11	9	142.46	3.05***	--	
Pooled Error	1588.32	10	449.67			--
Residual Within Groups	135032.32	2890	46.72	--		
Total	239989.05	2929				

[a] Error estimate from Residual Within Groups

[b] Error estimate from Triple Interaction (Forms x Colleges x Scales)

[c] Error estimate from Pooled Interactions (Forms x Colleges + Forms x Colleges x Scales)
***Probability less than .001
**Probability less than .01
*Probability less than .05

the simple interactions first with the triple interaction serving as error estimate we note that the Forms x Colleges interaction is now clearly insignificant (Column F^b, Table 17), leading us to combine it with the triple interaction. This pooled error term is the only one with which to test the main effects under the assumption that the colleges are randomly selected, since the use of either of the other interactions would require the further assumption that the forms and/or scales are random samples from respective populations of forms or scales and this is manifestly absurd.

Column F^c of Table 17 provides us with our final conclusion then: the differences between the gratification and attitude forms, and the differences between the ten types of scales on each form, are not dependent on the differences between schools. We can expect to find such differences in future administrations of these tests to students at others schools, providing these new schools are drawn at random from the same population for which Cortland and Syracuse can be considered to be randomly selected.

It now remains for us to determine the particular differences between means which account for the significant F ratios. A comparison of the individual means, following Tukey's (30) procedure, indicates that there are at least four groups of means which differ significantly from one another. These are shown in Table 18, broken down still further to show their source. Group A consists of the 14 lowest means. These are divided between both forms and colleges, with Syracuse contributing twice as many as Cortland. The scales represented in this group are 1,10,7,8 and 5. The second group is primarily from Form A and consists of scales 7,8,5,2,9 and 6. Cortland is the primary source of the third group of means, from scales 2,9,3,6 and 4 on both forms. The fourth and highest group of means are contributed entirely by Syracuse from Form G scales 9,3,6 and 4. The first and third groups might conceivably break down still further since they are each characterized by excessive variability, but no further basis for dividing the means within these groups can be obtained from the present data.

These finding confirm our original impressions of the relationships between forms, scales and colleges obtained from Table 16, which gave the scale distributions, means and sigmas. The order of the scales obtained originally from the subjective cluster analysis of the tetrachoric intercorrelations, has held up extremely well. This order ranges from the relatively rejected teacher-centered scales to the more highly accepted student-centered scales. The Syracuse sample of practice teachers show this distinction even more markedly than the Cortland freshmen. The scale order holds for both the gratification items and the attitude items, although the latter are accepted at a lower level. And finally, the scale differences are large enough for us to expect that the same order will be obtained from students at other schools of education.

The differences between scales are easily interpreted in terms of their respective contents. The differences between the two samples are not implausible, although we have not yet accounted for the more extreme differentiation made by the Syracuse sample. Some data of relevance to this point will be considered next.

Table 18

Comparison of Individual Means From the Forms x Scales x Colleges Analysis of Variance

Significantly Different Groups of Means	Source			
	Form G Scales		Form A Scales	
	Cortland	Syracuse	Cortland	Syracuse
A*	1 10 8	1 10 7 8 5	1 10	1 10 7 8
B	7 5		7 8 5 9	5 2 9 6
C	2 9 3 6 4	2	2 3 6 4	3 4
D		9 3 6 4		

*Group characterized by excess variability

The other question of concern to us involves the differences between the gratification and attitude forms which will be examined in the section following.

Relationships between Teacher Preference Schedule and intelligence and grades in practice teaching. The practice teaching experience for elementary school teachers at Syracuse University takes place during either the first or second semester of the senior year. This is the first intensive opportunity available to the student to work under direct guidance in the classroom, so that we would expect to find most students relying to a great extent on the values to which they had been exposed in the University. In a teacher's career it is likely that she will be more dependent on the orientation of the training institution during the period of practice teaching than at any other time. The grade assigned in the practice teaching course after a conference on each student's performance by several members of the elementary education faculty should indicate not only the cadet teacher's competence in working with children but the ideology of teaching that is held by the committee as well.

To investigate the extent to which the Teacher Preference Schedules were related to the variables which contribute to the grade assigned in the practice teaching experience, 100 students who had completed this requirement at Syracuse University were mailed the three forms. Of the group of 42 who returned their answers in time to be included in the analysis of results, 8 received a grade of A, 6 received A-, 7 received B+, 11 received B, 4 received B-, 4 received C, one received a D and one an Incomplete. Table 19 presents the tetrachoric correlations between scores on the TPS scales, listed in the sequence represented by the teacher-centered child-centered continuum, and grade earned in this course.

Since tetrachoric correlations have relatively high standard errors no tests of significance were computed. However, it is apparent from inspection of Table 19 that the teacher-centered scales 1,10,7 are inversely related to grades while the child-centered scales, with the exception of #6, Identification with children, are positively related to grades. This finding seems consistent with the prevailing orientation of the elementary school faculty at Syracuse University which encourages presentation of material to the child at the child's level and which discourages the aloof, formal, unbending approach to the child.

In general, the successful cadet teacher at Syracuse is characterized by receiving high scores on nurturant and exhibitionistic motives and low scores on practical and dominant motives. This evidence is in support of the previously noted polarization between the teacher-centered and the pupil-centered scales found more strongly in the Syracuse than in the Cortland samples. The positive relationship with the gratification aspect of the pre-adult fixated motive and the negative relationship with the attitudinal aspect of this motive was not expected and needs further investigation.

The degree to which the Teacher Preference Survey overlaps with intelligence is of interest for several reasons. If there was a

Table 19
Tetrachoric Correlations Between Academic Grade Received for Practice Teaching and Score on the Attitude and Gratification Scales (N=41)

Scale No.	Form A	Correlation	Form G	Correlation
1	Detachment	-.41	Instrumental rewards	-.27
10	Maintaining discipline	-.38	Children's obedience	.04
7	Developing good pupil habits	-.41	Obsessive compulsions	-.12
8	Cooperation with authority	.04	Support from superiors	.19
5	Reforming schools	.04	Promoting teachers' rights	-.11
2	Professional dignity	.26	Prestige	-.03
9	Showmanship	.41	Children's admiration	.03
3	Providing love	.11	Children's affection	.54
6	Identification with children	-.41	Vicarious participation	.54
4	Encouraging self-actualization	.27	Children's autonomy	.04

general set on the part of the subjects to answer the questions in the acceptable direction the results would show that the brighter students would guess the attitudes and values of the faculty better than the other students. We were also interested in learning whether particular motives had selective appeal for students of varying intelligence. The scores on the TPS for the 42 Syracuse cadet teachers were therefore related to their scores on the Linguistic section of the American Council on Education Examination, 1952 edition. While all Syracuse students are expected to take this examination during their freshman year, scores were available for only 27 of these students. These 27 scores ranged from 102 to 39 with a mean of 68 (compared to a nationwide mean of all college freshmen of 71). Table 20 presents the tetrachoric correlations between the L score of the A.C.E. and the TPS scores.

The correlations found in Table 20 fall into no discernible pattern, the most parsimonious conclusion being that intelligence, as assessed by the L score on the ACE is not related in any meaningful fashion with the scores on the TPS.

Interform Relationships. The last question to be considered in the analysis of the Teacher Preference Schedules concerns the significant differences obtained between the two forms. It will be recalled that the sequence of the ten scales in terms of the progression of means is practically identical for the two forms (rho = .89), but the level of the means is significantly lower for the attitudes scales. From this information alone we might be inclined to suspect that the two forms are parallel, and that the attitudes scales might be more useful than the gratifications scales since the lower means of the Form A scales are less likely to be correlated with the scale variances.

This conclusion would be premature, however, since scores on the individual scales are not consistently correlated between forms. Table 21 lists product moment correlations between the ten areas on Forms G, A and M. Form M, it will be recalled, consists of ten paragraphs describing each motivational type in terms of a brief role vignette (see Appendix J), to be ranked by each subject in terms of their applicability as self-characterizations.

The comparisons between Forms G and A are all positive but neither high enough nor sufficiently consistent for the two samples for the two forms to be considered interchangeable. This is completely in accordance with our theoretical expectations, supporting the argument for obtaining separate information regarding the gratification and attitude components of the underlying role construct.

The relationships of both scales with the synthetic role descriptions in Form M are even poorer and more irregular. The correlation between scores on a particular G or A scale and ranks on the related M paragraph is not the best estimate of relationship here, however. It would be more meaningful to normalize the G and A scale scores so that the relative values from scale to scale for the same individual might then be compared directly with the order in which she ranked the ten corresponding role descriptions.

Table 20

Tetrachoric Correlations Between Linguistic Score of the A.C.E. and Scores on the Attitude and Gratification Scales (N=27)

Scale No.	Form A	Correlation	Form G	Correlation
1	Detachment	-.50	Instrumental Rewards	.39
10	Maintaining discipline	-.29	Children's obedience	-.06
7	Developing good pupil habits	.18	Obsessive compulsions	.17
8	Cooperation with authority	.17	Support from superiors	.59
5	Reforming schools	-.06	Promoting teachers' rights	-.17
2	Professional dignity	.50	Prestige	.18
9	Showmanship	.28	Children's admiration	.06
3	Providing love	.17	Children's affection	-.17
6	Identification with children	-.17	Vicarious participation	.17
4	Encouraging self-actualization	.17	Children's autonomy	.06

Table 21

Intercorrelations Between Forms G,A and M For Each of the Ten Motivational Categories

Scale	Motive	G x A		G x M		A x M	
		Cort.	Syr.	Cort.	Syr.	Cort.	Syr.
1	Practical	.40	.35*	.34	.07*	.35	-.08*
10	Dominance	.38	.31*	.31	.03*	.09*	.27*
7	Orderliness	.39	.43	.03*	.60	.09*	.38*
8	Dependency	.48	.22*	-.13*	.37*	-.32	,31*
5	Rebellious	.30	.32*	.39	.23*	.08*	-.04*
2	Status-Striving	.28	.55	.04*	.37*	.20*	30*
9	Exhibitionistic	.36	.03*	.11*	.08*	.00*	.01*
3	Nurturant	.19*	.17*	.37	.39*	.15*	.39*
6	Preadult-Fixated	.29	.52	.39	.43	.25*	.18*
4	Nondirective	.16*	.42	.02*	.06*	.42	-.02*

*Not significantly different from zero

When this was done for the 104 Cortland subjects the average rho between G and M was .15, and between A and M .14. There is apparently no relationship between scores on either the G or A scales and the ranks assigned to the Form M paragraphs. The poor performance of Form M in this respect is also consistent with our expectations concerning the methodological deficiencies of this type of instrument, for reasons which will be discussed in the concluding section of this chapter.

Form M has not appeared in the previous analyses because of the difference in its format and response form. The distributions of ranks assigned each paragraph are shown in Table 22. It is apparent that these are generally more rectangular and wider in range than the corresponding G and A scale scores. The means do not show the same progression found in the other forms, although a somewhat related order is apparent. It will also be noted that the two samples differ rather considerably from one another in the mean ranks assigned to certain descriptions. The Syracuse students, for example, have ranked the Nondirective and Exhibitionistic descriptions considerably higher than the Cortland students, and have also ranked the Dominance description much lower.

The analysis of variance for this data is summarized in Table 23. As in the previous analyses the Residual Within Group mean square was employed as an initial test of the first-order interaction and main effects. The college differences do not appear to be significant, although it is possible that this is due to the fact that the Residual Within Group variance includes a source of error attributable to intra-subject correlation which has not been extracted here. Regardless of this possibility, when we test the null hypothesis for differences in the role means for the hypothetical population of students in schools of education from which our two samples might be presumed to have been drawn we find that the role differences are significant (Column F^b, Table 23). We can expect the relative differences obtained in this present study to hold in future administrations of Form M to other random samples of students selected from the same population.

The particular differences in means accounting for these results were isolated by means of the Tukey (30) procedure, and are indicated in Table 24, arranged in order from the lowest ranked (least acceptable) group to the highest. Each of the six groups of means shown are individually homogeneous and significantly different from one another. Again it will be noted that the Syracuse sample accounts for the most extreme values at both ends of the range. In addition, the scale sequence reproduces the same general order found previously, with the exception of Role 5 which describes the Rebellious pattern. This one is pulled out of the central position it had occupied in the two earlier analyses and given an extremely low rank by both samples.

Table 22

Motivation Scale Distributions, Means and Sigmas for Cortland (N=104) and Syracuse (N=42)

Scale	1		10		7		8		5		2		9		3		6		4	
Rank*	Cort.	Syr.	Cort.	Syr.	Cort.	Syr.	Cort.	Syr.	Cort.	Syr.	Cort.	Syr.	Cort.	Syr.	Cort.	Syr	Cort.	Syr.	Cort.	Syr.
1	20	14	9	2	3				1		3	2	16	36	22	24	8		9	21
2	12	2	7		4		2		1		10	2	14	17	12	21	14	21	10	26
3	12	10	9	2	10	5	4	5	1		4		17	21	9	12	12	7	14	14
4	9	10	13	2	10	5	6	7	2	2	2		8	14	12	10	18	38	10	5
5	8	17	10	5	8	7	9		2	2	7	7	10	7	8	14	16	5	14	17
6	6	14	6	10	13	12	10	10	6		7	5	10		10	5	7	14	5	7
7	5	5	13	12	12	21	12	14	9	2	7	12	6	2	7	2	8	5	10	7
8	5	10	10	10	16	7	14	10	10	5	5	14	5	2	4	12	8	7	9	
9	9	2	9	19	5	12	10	17	12	7	13	14	6		8		2	2	8	2
10	6	17	8	10	8	12	10	12	17	19	14	19	6		5		4		5	
11	5		5	17	10	14	13	19	17	21	13	7	1		4		3		5	
12	4		3	12	1	5	10	7	22	40	16	17	2		1		1		1	
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Mean	5.03	5.52	5.98	8.52	6.54	7.88	7.92	8.40	9.38	10.52	8.04	8.67	4.64	2.62	4.65	3.52	4.84	4.38	5.35	3.36
Sigma	3.38	2.89	3.13	2.63	2.79	2.43	2.71	2.51	2.18	1.88	3.42	2.42	2.99	1.69	3.14	2.31	2.69	1.89	2.96	2.11

* There are twelve ranks shown here (rather than ten) because two additional paragraphs were included in the original set, making a total of twelve, which were subsequently eliminated from further consideration.

Table 23

Analysis of Variance Between Form M Role Descriptions (Ten Motives) and Colleges (Cortland and Syracuse)

Source	Sum of Squares	df	Mean Square	F^a	F^b
Roles	4997.95	9	555.33	69.51***	8.56**
Colleges	16.58	1	16.58	2.08	n.s.
Roles x Colleges	583.77	9	64.86	8.15***	
Residual Within Groups	11547.59	1450	7.96		
Total	17145.89	1469			

[a] Error estimate from Residual Within Groups

[b] Error estimate from Roles x Colleges Interaction

*** Probability less than .001

** Probability less than .01

Table 24

Comparison of Individual Means From the Roles x Colleges Analysis of Variance

Significantly Different Groups of Means	Form M Role Descriptions	
	Cortland	Syracuse
A		5
B	5	
C	8 2	10 7 8 2
D	10 7	
E	1 9 3 6 4	1 6
F		9 3 4

Conclusions

The primary results reported in this analysis of the Teacher Preference Schedules may be summarized as follows:

1. Item analyses based on two independent samples, one consisting of freshmen at a State Teachers' College and the other composed of seniors from a privately endowed School of Education who had completed one semester of practice teaching, revealed satisfactory discriminations for all scales.

2. Consistent significant differences were found between the two samples in terms of response patterns characteristic to each.

3. Consistent significant differences were found between the gratification, attitude, and role description forms. These were as predicted, and of sufficient statistical magnitude to be considered representative of future sampling from the same population of education students.

4. A consistent ordering of motivational scales was obtained which is strongly suggestive of an underlying continuum of unconscious motivations for teaching ranging from teacher-centered to student-centered.

5. The various subscales are selectively correlated with measures of achievement and aptitude.

The extremely high item discriminations obtained for the Teacher Preference Schedule gratification and attitude scales indicates need for only minor revisions in the original forms described here.

The significant differences between the two sets of scales constitutes the first piece of evidence supporting our original contention that gratifications and attitudes are independent sources of information concerning components of motivational role patterns: the independence of the two has been shown here, but the more crucial consideration of their relationship to motivational patterns remains to be demonstrated.

The Form M role descriptions themselves were not clearly related to the respective gratification and attitude scales, nor were they meaningfully related to ratings of ideal teacher patterns (an item of data not presented here). It is our belief that the meaning of the response to these descriptions is obscured by the fact that they integrate all aspects of the role, thus permitting respondents to react to any of several different aspects of each description. The gratification and attitude scales are more selective in their content, reducing the ambiguity of the response, and would therefore appear to be more adequate instruments. Nevertheless, it must be remembered that the differences between the role description means were highly significant and can be expected to remain stable in future administrations to students from the same population from which the present samples were obtained. What these differences are measuring still remains to be seen.

These results were all consistent with our original expectations, although we had not anticipated them to be as satisfactory in their actual outcome. The discovery of an underlying order among the motivational variables was entirely unexpected,nowever. The content and the sources of

information regarding this order are summarized in Table 25.

The existence of this teacher- to student-centered order was first suggested by a subjective cluster analysis of the correlation matrices between scales for Forms G and A respectively, and subsequently supported by the Tukey analyses of individual differences among means following the analyses of variance. An ex post facto trend analysis of the present data would add no further evidence of the validity of this sequence, but the results of the analysis of variance suggest the very strong possibility that it will be reproduced in the testing of future samples when a confirming trend analysis may be meaningfully applied.

Table 25

Summary of the Ordering of the Motivational Patterns as Suggested by the Tetrachoric and Variance Analyses

Scale No.	Motive	Gratifications and Attitudes	Clusters													
			Forms G and A								Form M Analysis of Variance					
			Tetrachoric Cluster Analysis				Analysis of Variance									
			A	B	C	D	A	B	C	D	A	B	C	D	E	F
1	Practical	Instrumental rewards Detachment	x				x								x	
10	Dominance	Children's obedience Maintaining discipline	x				x						x	x		
7	Orderliness	Obsessive compulsions Developing good pupil habits	x	x			x	x					x	x		
8	Dependency	Support from superiors Cooperation with authority	x	x			x	x					x			
5	Rebellious	Promoting teacher's rights Reforming schools		x	x		x	x			x	x				
2	Status-striving	Prestige Professional dignity		x	x			x	x				x			
9	Exhibitionistic	Children's admiration Showmanship			x	x		x	x	x					x	x
3	Nurturant	Children's affection Providing care			x	x			x	x					x	x
6	Preadult-Fixated	Vicarious participation Identification with children			x	x		x	x	x					x	
4	Nondirective	Children's autonomy Encouraging self-actualization				x			x	x					x	x

SUMMARY AND IMPLICATIONS

The Problem

Any observer of the teaching process is certain to be impressed by the different ways teachers behave in the classroom. In the same elementary school, teaching the same subject matter to essentially similar youngsters, one encounters such diverse teaching personalities as the concerned mother figure, the cajoling playmate, the firm disciplinarian, the permissive group leader, the fellow conspirator, or the businesslike technician. Very little is known about such characteristics. Most psychologists would agree, however, that they reflect differences in the kinds of personal motives which the teacher is attempting to fulfill or gratify in the classroom. Regardless of their etiology, it is of considerable interest that school administrators appear to take their existence for granted, have their own labels for these teachers, and are quite uncertain about the significance of such differences. The ultimate purpose of the line of research initiated by the present study is to determine their significance.

The more immediate purpose of the present investigation was twofold: (1) to elaborate a system of motivational constructs relevant to teaching, and (2) to attempt the development of suitable instruments for assessing such factors among teachers.

Rationale for the Present Study

Since Freud, there has been widespread acceptance of the premise that behavior is determined largely by motives or purposes which are not necessarily recognized consciously by the individual. There have been few attempts to demonstrate the validity of this premise, although in recent years some evidence has been offered which suggests that the adequacy of performance in a given role can be related to the unconscious motivations of the performer. These studies have been restricted to studies of executives (14), scientists (16, 19, 23), and ministers (24).

The only genuinely relevant contribution along these lines concerned with teaching is the speculative work of Waller (31), long out of print. More typically, research in this area has confined itself to relationships between teacher attitudes and performance. Cook and his associates (7, 8, 11), for example, have succeeded in identifying the components of an autocratic teaching ideology (and its inverse: permissiveness) and demonstrating modest but significant correlations between the degree of ideological conviction and ratings of adequacy by observers, pupils, and principals. Anderson (1, 2, 3) and Brookover (5,6) have also studied relationships between democratic-autocratic teaching and children's behavior.

The chief limitation of these studies is that the dimensions of an autocratic-permissive ideology do not apply to all teachers. With the possible exception of Christie's current attempt to formulate a Machiavellian ideology, no one has been successful in establishing any other ideological dimensions, however. As a result, the application of such attitude scales is restricted to a limited number of subjects--those teachers for whom an authoritarian ideology has real meaning. For the majority, however, this dimension is apparently not significant.

Furthermore, the acceptance of an ideology does not necessarily mean that the implied behavior will actually be made manifest. The firm tolerance of the suburbanite which collapses with the appearance of a potential Negro resident is matched just as frequently by the avowed ethnocentric whose only outward manifestation is restricted to verbalizations shared with like-minded friends. In many instances the expression of an ideological position is even more casual, involving no real sense of conviction or commitment.

The present study avoids these limitations, and addresses itself to a wider variety of subjects, by adopting a slightly more complex theoretical position. It is assumed that there are a number of different personal motives which teaching may serve to fulfill. The motives cannot be measured directly, but can only be inferred from the kinds of gratifications in teaching which the teacher considers to be most important. The manner in which these motives are actually expressed in classroom behavior, however, is presumed to depend on two further factors: (1) the existence of congruent personality characteristics which determine the kinds of relationships a teacher will sustain with the pupils, and (2) the acceptance of a supporting ideology which provides the teacher with the justification or mandate for behavior which gratifies the underlying motive. Thus, a teacher who is motivated by a desire to win love and affection from pupils may be expected to find shy demonstrations of affection highly gratifying, but is likely to behave in a maternal fashion only if a high degree of nurturance is characteristic of her interpersonal techniques and she also embraces a teaching ideology which stresses the importance of warmth and supportiveness in the learning process.

This three-way classification, based on motive, need, and attitude offers a basis for the more precise identification of teaching style, application to a wider variety of teachers, and also suggests a number of new ways of categorizing relevant consequences for pupil behavior and the learning process.

Procedures

During the past year a study was made of 29 teachers suggested by their colleagues as outstanding examples of eighteen motivational patterns tentatively formulated at the outset of the investigation. A detailed analysis of interview, projective, and objective data indicated that a number of motives could be ascribed to each subject, and each one also tended to express attitudes towards teaching practices which involved several different ideological positions. However, the most parsimonious synthesis of each case was achieved when the data were reduced to congruent elements of motive, need and attitude. A primary motive could be derived for each individual which appeared consistent with the initial judgment made by the subject's colleagues, and which seemed further supported by the observations of independent observers.

A Q-sort composed of attitudinal statements regarding teaching had been developed and used with this original sample. It proved inadequate, however, due to the effects of a small group of items, representing the central core of a teaching ideology, which were endorsed by most subjects. The limitations of the technique under these circumstances led to an abandoning of the Q-sort, although further revisions might be attempted.

On the basis of the case study analyses three new questionnaires were developed, intended as measures of ten teaching roles reformulated from the original eighteen. The first two questionnaires were based on statements derived directly from comments made by the teachers themselves. The first presents statements regarding sources of gratification in teaching, from which the underlying motive may be inferred. The second is based on the ideological supports which were employed by these subjects to justify their behavior. The third attempts to synthesize the preceding two in a single form containing descriptive summaries of the ten teaching roles under investigation. The content categories may be summarized briefly as follows:

Motive (Quest. III)	Gratifications (Questionnaire I)	Attitudes (Questionnaire II)
Practical	Instrumental rewards	Detachment
Status-striving	Prestige	Professional dignity
Nurturant	Children's affection	Providing love
Nondirective	Children's autonomy	Encouraging self-actualization
Rebellious	Promoting teacher's rights	Reforming schools
Preadult-Fixated	Vicarious participation	Identification with children
Orderliness	Obsessive compulsions	Developing good pupil habits
Dependency	Support from superiors	Cooperation with authority
Exhibitionistic	Children's admiration	Showmanship
Dominance	Children's obedience	Maintaining discipline

In addition to the foregoing, a series of classroom rating scales for the description of teacher and pupil behavior were developed in anticipation of subsequent studies to be made relating these motivational patterns to classroom processes. Arrangements were also completed for working in selected grades of elementary schools in Syracuse, Oneonta, Utica, Marcellus and Cortland, but could not be fulfilled due to the rejection of the second-year continuation of the study.

Evaluation of Results

The three questionnaires were administered to a sample of 105 freshmen at Cortland State Teachers College and 42 seniors in the School of Education at Syracuse University, the latter all having completed a semester of practice teaching. The data obtained for the preliminary Teacher Preference Schedules, providing measures of gratifications (Form G 158) and attitudes (Form A 158) respectively, seem unusually promising. Both instruments have extremely high indices of item discriminations, the median being above .40 for all scales for both samples. A comparison of scale intercorrelations for the two schools suggests that these instruments may also be sensitive to differences

Title: Unconscious Factors in Career Motivation for Teaching (USOE/183)

Investigator: George G. Stern

Institution: Syracuse University, Syracuse, New York

Starting Date: February 1957

Closing Date: January 1958

PROBLEM

To gather information about the unconscious motives or purposes which lead men to choose teaching as a career, so a knowledge of such factors may be used to predict whether or not an individual would be successful in teaching.

MAJOR OBJECTIVE

To develop instruments which will identify unconscious factors in career motivation among teachers and to relate such factors to performance in specific areas of elementary school teaching.

PROCEDURES AND DESIGN

Subjects for the study will include elementary school teachers from the Syracuse School System, students at Syracuse University and the teachers colleges at Fredonia and Buffalo. The basic data will consist of performance ratings made during teacher training, observations and ratings in standardized role-playing situations, and measurement of teacher performance as indicated by pupil achievement, absenteeism, and so forth. By use of standardized instruments, groups representing the different morivational patterns will be selected, and the performance of each type will be studied in order to determine the given type of motivation.

in teaching experience as well as to institutional differences, this tentative conclusion being further supported by the selective correlations obtained between individual subscales and grades and intelligence for the Syracuse sample.

The results from the third questionnaire are ambiguous, it appearing again as in the case of the Q-sort that a prevailing core ideology exists for this profession which tends to overwhelm all but the most discrete measuring devices.

Inter-judge reliabilities for the newly developed classroom rating scales were adequate and their relationships with roughly selected estimates of teacher personality characteristics were generally in accordance with expectation. Considering the non-psychological background of the observers, the brevity of the training period employed, and the extremely small pilot sample of subjects, it would appear that these scales constitute a good beginning on the next instrumentation problem.

Implications

There are several areas of inquiry regarding the Teacher Preference Schedules which we propose to undertake in the near future. For convenience of discussion these can be grouped into considerations pertaining to the characteristics of the instruments themselves and applications of the instruments to selected problems of the classroom.

We need to know much more about the tests before any decision can be made with confidence regarding its usefulness in assessing teacher motivation and its accuracy in predicting teacher behavior. Perhaps the most obvious piece of information which we lack is a measure of test-retest reliability. We will obtain one indication of this in the Fall semester when we will retest the Cortland sample. However, reliability has many facets, and not all the factors which influence changes in response on the second administration of the test can be ascribed to defects of the items. We hypothesize that the longer the experience a subject has had in teaching the greater the consistency of responding, and we propose to examine that hypothesis by obtaining test-retest reliability of the Teacher Preference Schedules on subjects of varying amount of teaching experience, keeping age constant.

The differences which we found among the Cortland and Syracuse samples suggest the possibilities that students who attend the two Schools of Education are not drawn from the same population and that the processes of maturation, growing identification with the values of education and increasing contact with the teaching situation account for part of the variability. We intend to study both factors. By administering the test to freshmen at State Teachers' Colleges and to sophomores at Syracuse when they announce their intention of majoring in Education we can learn whether differences in motivation which a novice brings with him to teaching are reflected in choice of college. We anticipate that the State Teachers College sample would score higher on status and security needs, since this might be the only avenue open to them for obtaining a college education, while the University sample, having other professional alternatives available but choosing Education, would score higher on nurturance and other child-oriented motives.

By testing students at different schools we can also see the influence exerted by the educational philosophies prevailing at the different institutions. It would be interesting to see whether the graduates of X University reflect predominantly child-centered motives while Y University graduates are characteristically instrumentally oriented. To put this in another way, the Teacher Preference Schedules offer promise of assessing prevailing educational ideology as well as individual dynamics, and it is our intent to investigate both meanings of the test scores.

Testing students at different levels of educational training as well as teachers with varying degrees of teaching experience should provide some insight into the development and change of educational ideologies. This summer we will administer the test to experienced teachers who will be taking summer school courses at Syracuse University. This sample, together with the Cortland and Syracuse samples, will give us three groups of varying contact with education -- the freshmen, the practice teachers and the experienced teachers -- enabling us to examine intra-test relationships with the experience factor in mind. Specifically, we will investigate the differences between the attitude and gratification scores for each group, our prediction being that the more experience the teacher has the greater the relationship between these two scores.

The present report has presented only one aspect of the validity of the Teacher Preference Schedule -- the extent to which it can predict grades in the practice teaching experience. There are a number of other means for determining the practical usefulness of the test. In terms of predictive validity, we would like to investigate the relationship of the motives which characterize a teacher while in college and the length of time she remains in teaching. In terms of the considerable teacher attrition rate from any school system this is a problem of considerable magnitude and if unconscious motivation does relate to long-term interest in teaching some measure of these motives might be a useful test to use in teacher selection.

In terms of concurrent validity we would be interested in determining the effects of the teacher's motives on such indices of pupil morale as days absent from class and tardiness records. For the second year of this study we had also anticipated comparing different sociometric patterns in the classroom with the motivations of the teacher. We would anticipate, for example, that the teacher whose motives are to dominate would have a classroom marked by numerous sociometric isolates, fringers and rejectees, in contrast to the classroom of the nurturant teacher where we would predict far more group cohesion.

A measure of unconscious motivation for teaching should be able to predict the quality of a teacher's relationships with both children and the other adults in the school setting. Teacher-colleague, teacher-superordinate and teacher-parent relationships are not ordinarily accessible to behavioral ratings, so that any attempt to study this phase of the teaching role probably has to be accomplished through indirect means. One such procedure would be to construct playing situations paralleling the interactions which the teacher has with the adults in the school community, and then observing the manner in which teachers of varying motivations responded in these situations.

The value of the present study lies not so much in the Teacher Preference Schedules which resulted from it but in the general methodological and theoretical approach to the problem. It seems to us that a viewpoint which emphasizes underlying, unifying motivations will produce better predictions about teacher behavior, and ultimately better control through more appropriate selection and placement, than will other conceptions. The nine studies suggested above indicate the range of problems which can be studied through this method.

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Appendix A

THEMATIC APPERCEPTION TEST

Teacher Motivation Project

Selected Cards:

1.	Boy with violin
2.	Farm scene
3 BM.	Huddled figure with gun
4.	Man half-turned from embracing woman
5.	Woman in doorway of room
6 BM.	Man half-turned behind older woman
6 GF.	Woman seated and man with pipe
7 BM.	Heads of older man and boy
7 GF.	Woman reading to girl with doll
8 GF.	Pensive woman with arms on chair-back

Appendix B

Q-Sort Items

Teacher Motivation Project

I. Instrumental Patterns

a. Positive values associated with hours, pay, and vacations

1. The long summer vacations give me a chance to do the things I like to do.
2. A teacher has a good deal in terms of security, salary and vacations.
3. Teaching seemed like an easy and satisfying way to make a living.
4. When I was in college it seemed that a degree in Education was just about the easiest to get.
5. The hours in teaching are good.

b. Positive values associated with status and security.

6. The only education available to me after high school was at a state teachers' college. After college the only thing I could do was teach.
7. I felt that the opportunities for promotion and advancement were good in education.
8. I felt that teaching offered me an opportunity to work with intelligent, educated people.
9. A teacher is an important and respected part of the community.
10. I knew that the demand for teachers being what it was, wherever I went I would be pretty sure of a job.

c. Negative values associated with status and security.

11. Knowing what I do now about education I would certainly never recommend teaching to a youngster.
12. I'm really too old to start thinking of taking up any other occupation.
13. I'd like to quit teaching, but I've got too much invested in the retirement fund.
14. I often wonder why I ever became a teacher.
15. I've thought of leaving education but I don't have the training for any other kind of work.

d. Identification with family patterns or ambitions.

16. Several members of my family have been teachers.
17. Some of my best friends in college were Education majors so I became one too.
18. I knew a really good teacher when I was in school and thought that I would like to be like her (him).
19. It was always expected that I would become a teacher.
20. My parent(s) always wanted me to become a teacher.

e. Identification with specific subject matter, and acceptance of teaching as a practical way of earning a livelihood through related activities.

21. I have interest and competence in my subject matter and I thought that teaching was a good place to apply it.
22. I went through a long period of indecision and changes when I was in college regarding my future plans and I finally decided on education.
23. There are other careers for people with my training, but for me teaching turned out to be the most practical.
24. Without an advanced degree, all I could do with my subject was teach.
25. I'm not so much interested in teaching as such, but I am interested in my subject.

II. Expressive Patterns

a. Nurturance

26. I love children and I think they love me.
27. I think there is something very rewarding about helping children to find themselves.
28. I am more interested in the personal and social development of the child than in the purely academic aspects of his growth.
29. I can give some of these children love that they might otherwise never enjoy.
30. I like thinking that someday, perhaps partly because of me, some of my students may amount to something.

b. Idealism

31. I had some ideas about education that I wanted to try out.
32. I feel that a teacher can be a real influence for good.
33. I want to be part of molding a generation of effective citizens.
34. I feel that teaching is a way in which I can have a part in correcting some pretty serious social evils.
35. I believe that my area of education covers some of the most serious problems that exist in the world today.

c. Self-sacrifice

36. There was such a shortage of teachers that I felt that this was an area where I could serve.
37. The welfare of my pupils is more important to me than any of my outside interests.
38. I often spend week-ends on my school work.
39. Teaching is my only real interest in life.
40. I can never say "no" when the interests of a child are at stake.

III. Impulse-ridden Patterns

a. Autistic

1-2 Correcting an injustice done to them as children

41. My pupils are going to get the sympathy and understanding I never got from my teachers.

42. I'd like to see these children get some of the advantages we never had as children.
43. Some of the children I work with have already gotten some pretty rough breaks out of life. I want to help them all I can.
44. I want to give my pupils the understanding that I never received while I was in school.
45. I want to help my pupils to discover that they are just as good as anybody else.

3. Vicarious participation in an earlier and happier age bracket and role.

46. I enjoy sharing a part of a child's life.
47. I enjoy playing with the kids.
48. Kids of the age I work with seem to have such a good time that I like to be with them.
49. My own school years were the happiest of my life.
50. The youngsters in my classes are a lot more fun than many adults I know.

4. Latent homosexuality or heterosexuality.

51. I feel I have an especially good understanding of children of the opposite sex.
52. I feel I have an especially good understanding of children of my own sex.
53. Many of the children in my classes are very attractive.
54. Sometimes the youngsters I work with are so cute I have to restrain myself from hugging them.
55. I would like to see more of my students socially.

b. Succorance

56. In teaching there is always someone to turn to when you don't know what to do.
57. I like children and I want them to like me.
58. Teaching is one profession where there is always someone to whom one can turn for help or sympathy.
59. You don't always have to be on your guard with children: they understand.
60. I can learn a lot from the people with whom I work.

c. Exhibitionism

61. A good teacher has to be part magician, part showman and part salesman.
62. The pupils really love it when I put on a "spectacular".
63. I like to put on a good show for the kids.
64. I like to keep my classes interested by using various theatrical techniques.
65. A really good teacher is able to keep a class interested by being continually amusing and entertaining.

d. Dominance

1. Over students

66. A child often needs to be reminded of her duties and obligations.
67. When you are a teacher you always have to be on your toes; there is always some kid waiting to trip you up.
68. I feel I can give children the firmness and direction they need.
69. Children need to be taught the difference between right and wrong.
70. The most important thing a child can learn in school is obedience and respect for authority.

2-4. Over parents, colleagues and superordinates

71. I want to show some of my colleagues that there are better ways of dealing with children.
72. When you are a teacher you always have to be on your toes; there is always some teacher or parent waiting to trip you up.
73. I know more about raising children than most people.
74. Teaching is one area where I can work without having a boss hanging over me all the time.
75. A good teacher sometimes has to take the child's part in his struggles against adults.

e. Bureaucracy

76. I like the security of always knowing what is expected of me.
77. The best classroom is where things are neat and orderly.
78. A mark of a poor school is that things do not operate strictly on schedule.
79. It is essential that both teachers and pupils know the school rules and obey them.
80. Pupils need a great deal of organization in their activities.

Appendix C

OUTLINE FOR TEACHER INTERVIEW

Family Background

- Parents
    - Socio-religious backgrounds
    - Economic, occupational status
    - Personality of parents

- Early Childhood
    - Events significant to choice of teaching as career
    - Nature of Family Life
        - Relationship with parents and siblings
        - Relationships with peers

- Spouse

Initial Decision About Teaching As A Career

- When - Where - Why?
    - Influence of own school experiences
        - Identification with own teachers
        - Interest in specific coursework
            - Teachers of (above) courses
    - Influence of family or others
        - Identification with parents, siblings, peers, others

- Training: Where and Why?
    - Changes in professional goals while in training
    - Changes in attitude toward teaching or in philosophical orientation while in training

Experiences in the Profession

- Changes in professional goals

- Changes in attitude and philosophical orientation

- Reasons for above changes

- Possible reasons for feelings toward:
    - Supervision
    - Children
    - Working conditions
    - Own adequacy as a teacher

Ultimate Goals

- Success in professional life

- Success in personal life

Appendix D

CLASSROOM RATING FORMS

Date and time interval____________________
Rater______________________________________
Teacher ___________________________________
Class and subject _________________________

A. Child Scales

1.	Ss work cooperatively, mutually friendly and supportive	1 2 3 4 5 6 7 8 9	Ss work competitively, much rivalry and rejection.
2.	Ss dependent on teacher need her help and instructions	1 2 3 4 5 6 7 8 9	Ss autonomous, independent of teacher
3.	Class activity highly organized, routinized, predictable	1 2 3 4 5 6 7 8 9	Class activity unstructured, disorganized, unpredictable
4.	Ss aggressive to each other; fighting, pushing, sarcastic	1 2 3 4 5 6 7 8 9	No evidence of child-child aggression
5.	Evidence of a pecking order in class; some children clearly dominant over others	1 2 3 4 5 6 7 8 9	All children are of equal status
6.	Ss actively try to get teacher's attention, want teacher to notice them.	1 2 3 4 5 6 7 8 9	Ss withdraw from teacher
7.	Much evidence of open emotion in class (laughing, crying, etc.)	1 2 3 4 5 6 7 8 9	Ss well controlled emotionally Ss look placid, vacant emotionally
8.	Ss engage in play, have fun; seem to be having a good time	1 2 3 4 5 6 7 8 9	Ss completely engaged in work with no play or fun
9.	Ss appear listless, no pep, no energy, lethargic	1 2 3 4 5 6 7 8 9	Ss full of pep and energy
10.	Ss aggressive to teacher give "snippy" answers, talk back to her	1 2 3 4 5 6 7 8 9	Ss extremely deferrent to teacher, almost afraid of dealing with her

11.	All Ss evidently very fond of teacher, see her as a friend	1 2 3 4 5 6 7 8 9	Most Ss appear to dislike teacher, evidence of hostility to her
12.	Most Ss very tense, anxious, class abnormally quiet, many nervous mannerisms	1 2 3 4 5 6 7 8 9	Most Ss very relaxed, comfortable, at ease, natural

B. Teacher Scales

1.	T wants to be friendly to Ss; talks to them, not at them; seems to like them.	1 2 3 4 5 6 7 8 9	T disinterested in Ss; does not see them as people but as objects.
2.	T seems pre-occupied with self, appears pleased with self	1 2 3 4 5 6 7 8 9	T not aware of self; loses self in teaching
3.	T actively helps, gives to children, protects them	1 2 3 4 5 6 7 8 9	T refuses requests for help, does not give or protect
4.	T seems to want Ss to like her, praise her, approve of her	1 2 3 4 5 6 7 8 9	T unconcerned with class opinion of her
5.	T dominates class, is in strict control; Ss know she is boss	1 2 3 4 5 6 7 8 9	T gives class some degree of control of activity
6.	T seems to feel inadequate apologizes for her work, "knocks" herself	1 2 3 4 5 6 7 8 9	T acts confident, seems to feel adequate and satisfied with work
7.	T hostile, aggressive punitive, sarcastic to Ss	1 2 3 4 5 6 7 8 9	T seems uncomfortable when faced with aggression, denies the presence of aggression
8.	T energetic, peppy, full of life	1 2 3 4 5 6 7 8 9	T listless, sluggish, tired looks "beat"
9.	T emphasizes learning, accomplishment, achievement	1 2 3 4 5 6 7 8 9	T extremely relaxed about how much accomplished
10.	T is aware of the sex of Ss, pays particular interest to one of the sexes	1 2 3 4 5 6 7 8 9	T treats all Ss alike with no awareness of sex
11.	T seems colorful, over-dramatic, seeks attention	1 2 3 4 5 6 7 8 9	T seems shy, withdrawn. fearful
12.	T jokes, laughs, plays games	1 2 3 4 5 6 7 8 9	T serious, sober, solemn

13.	T extremely cautious about Ss getting hurt, sick	1 2 3 4 5 6 7 8 9	T seems careless about Ss health or injury
14.	T publicly announces Ss progress or grade; criticizes Ss in front of class	1 2 3 4 5 6 7 8 9	T conceals evaluation of S from rest of class
15.	T encourages S to keep trying, disapproves of quitting	1 2 3 4 5 6 7 8 9	T easily discouraged, gives up easily
16.	Room well organized, every thing neat, meticulous	1 2 3 4 5 6 7 8 9	Room disorganized, messy
17.	Class work well organized, planned, systematic	1 2 3 4 5 6 7 8 9	Class work unsystematic, disorganized
18.	Class work very consistent repetitive, predictable	1 2 3 4 5 6 7 8 9	Class work unroutinized, changeable
19.	T seems impulsive, spontaneous, informal	1 2 3 4 5 6 7 8 9	T seems deliberative, restrained, well-controlled
20.	T seems passive, phlegmatic restrained	1 2 3 4 5 6 7 8 9	T seems intense, emotional
21.	T gives no praise or encouragement, no tangible rewards	1 2 3 4 5 6 7 8 9	T gives many compliments, encouragement; lavish prais
22.	T frequently threatens or punishes; belittles and is sarcastic	1 2 3 4 5 6 7 8 9	T does not threaten or punish; no veiled threats
23.	T obviously very fond of class	1 2 3 4 5 6 7 8 9	T dislikes many Ss; becomes angry or disgusted
24.	T under strain, seems tense and nervous	1 2 3 4 5 6 7 8 9	T relaxed, at ease

Appendix E

TEACHER PREFERENCE SCHEDULE, Form G158

Questionnaire Booklet

The purpose of this schedule is to investigate teachers' preferences for various aspects of teaching. The schedule consists of a number of statements describing many kinds of activities, events, and situations related to teaching. Teachers differ in their feelings about these activities, and this schedule has been developed as an aid to determining how great and how varied these differences are. It is important that you record your own personal feelings about these activities, even in those cases where you think that most teachers probably feel differently than yourself. Your responses will be processed and tabulated with those of other teachers by means of electronic devices, and no-one will ever be permitted to examine the replies you have given here. Although your name is to be recorded on the answer sheet, this is solely for the purposes of cross-tabulating materials from the other schedules you have completed.

Please indicate on the special answer sheet the items that you like, approve of, or would find pleasant to experience and, conversely, those that you dislike, disapprove of, or would find unpleasant to experience. For the purposes of this study it is not important whether or not you have actually done the things mentioned or have really had the opportunity to experience the events described. The schedule requires only an indication of your feelings about these events if you were to have the opportunity to experience them.

Directions: Be sure your answer sheet is labelled Teacher Preference Schedule, and has the upper right hand corner cut off. Please do not make any marks on this booklet. Fill in the questions at the top of the answer sheet, and proceed as follows:

Use the special pencil provided and blacken the space opposite each tem number, all or part of the way, according to the following key:

a b c d e f ▨▨▨▨▨▨ Blacken space through f	Strong liking, preference, approval
a b c d e f ▨▨▨▨▨ Blacken space through e	Moderate liking, preference, approval
a b c d e f ▨▨▨▨ Blacken space through d	Slight liking, preference, approval
a b c d e f ▨▨▨ Blacken space through c	Slight dislike, disapproval
a b c d e f ▨▨ Blacken space through b	Moderate dislike, disapproval

a b c d e f — Strong dislike, disapproval
XXX
Blacken space through a

Note that the length of your line indicates the extent to which you like, view favorably, or approve of the teaching activity described by the item. The longer your line, the more you like the activity; the shorter the line, the less you like it.

Please check your item numbers carefully as you proceed, to be sure your preferences are marked in the correct place.

Thank you for your assistance and cooperation.

1. Playing games with my pupils.
2. Having my pupils put on plays and exhibitions for other classes or for parents.
3. Subscribing to educational journals.
4. Enlivening my lessons with stories, jokes, or personal anecdotes.
5. Working actively to promote greater public recognition and appreciation of the professional problems of teachers.

6. Being concerned about my pupils' welfare outside the school.
7. Letting my pupils whisper or talk quietly among themselves.
8. Having the pupils do over papers that are not neat.
9. Having a principal who takes a close interest in the things I do.
10. Keeping careful and accurate, records of pupils' progress, assignments, attendance, etc.

11. Getting home early enough to spend a few hours every afternoon with my family and/or other interests.
12. Having my pupils dramatize stories and lessons.
13. Conducting myself in the community in ways that reflect my status as a teacher.
14. Permitting no infractions of discipline, however minor, to go unnoticed.
15. Discouraging children from telling me personal things about themselves.

16. Seeing how much I can do for children who have been deprived of affection and emotional support.
17. Having as few rules and regulations for the students as possible.
18. Fighting for better pay, sickness and accident protection, retirement provisions, etc., for teachers.
19. Browsing in toy shops.
20. Having brothers and sisters, or children, of former pupils in my class.

21. Being complimented by my supervisor or principal.
22. Having my pupils copy my favorite expressions or mannerisms.
23. Being introduced to others as a teacher.
24. Following a daily classroom routine faithfully.
25. Having other teachers take an interest in my work and offer me advice or suggestions.

26. Being an active member of a teachers' federation or union.
27. Capturing the attention of my pupils to the point where they're hanging on my every word.
28. Attending concerts, art exhibits, plays, etc., with other teachers.
29. Making up stories for children.
30. Writing letters to newspaper editors or congressmen about educational problems.

31. Having the principal or supervisor visit my classes regularly.
32. Giving the pupils the opportunity for a lot of drill and formal recitation.
33. Hearing a child unconsciously call me "mother" or "father".
34. Keeping my classroom clean and neat.
35. Putting loyalty and obedience to my principal or supervisor above personal differences of opinion.

36. Keeping my classroom so quiet that you can hear a pin drop.
37. Finishing all my work during the school day, so that when I go home my time will be my own.
38. Attending educational conferences.
39. Discouraging pupils from getting to expect extra help after school.
40. Praising a child only when he's really done something deserving.

41. Bringing the problems of the school system to the attention of the public.
42. Having pupils regard me not only as their teacher but also as someone who understands and really cares about them.
43. Letting the students make their own decisions about classroom activities and procedures.
44. Keeping up with the songs, books, T.V. programs, etc., that my pupils are interested in.
45. Encouraging other teachers to take an active role in a teacher federation or union.

46. Being closely supervised by my superiors.
47. Scheduling activities of the school day minute by minute.
48. Having pupils compliment me on my clothing or appearance.
49. Having the entire class do the same thing at the same time.
50. Being provided by the school administration with detailed lesson plans to be followed throughout the term.

51. Permitting children to talk only when called upon.
52. Following the careers of former pupils.
53. Encouraging my pupils to direct their own activities, providing help only when needed.
54. Forgetting all about teaching during the summer vacation.
55. Having a reputation among the pupils for being a strict teacher.

56. Getting together socially with teachers rather than with other kinds of people.
57. Speaking up for more objective and politically independent appointments of principals and educational supervisors.
58. Being invited by the pupils to join in their games or parties.
59. Telling others what my occupation is.
60. Being appreciated by the children for my sense of humor.

61. Making sure my pupils cover every bit of the curriculum.
62. Inviting pupils to question my decisions and express their own opinions
63. Relying closely on a supervisor for help and guidance.
64. Having a pupil confide in me as in a parent.
65. Discouraging class discussions and other distractions from the planned lesson.

66. Leaving school right after the end of classes.
67. Introducing a great deal of variety in my lessons so that the pupils are continually looking forward to the next surprise.
68. Running my class with a firm hand.
69. Being identified as a member of the same social and cultural class as other teachers.
70. Putting school problems out of my mind as soon as I get home.

71. Letting students choose their own projects, topics for themes, etc.
72. Questioning activities of the local school board or legislative agencies
73. Joining in the fun my pupils are having.
74. Helping children with their personal problems.
75. Helping children to discover and assert their own individuality.

76. Holding the whole class responsible for any breaches of discipline.
77. Working for a principal who doesn't make excessive demands on my personal time.
78. Spending a considerable amount of class time in group discussions.
79. Leaving extra-curricular assignments to teachers who are more interested in them.
80. Having my pupils know who is boss.

81. Helping children with their hobbies.
82. Being known as a colorful and stimulating teacher.
83. Continuing my education as a teacher by taking courses, attending lectures, etc.
84. Being outspoken in defense of teachers' rights.
85. Getting to know my pupils well enough to be able to really share their thoughts and feelings with them.

86. Doing my best to please my supervisor or principal.
87. Reminding my pupils to dress warmly, button their coats, wear rubbers, e
88. Following specific and carefully organized lesson plans.
89. Encouraging pupils to express themselves freely in my classroom.
90. Being supervised by a person who expects me to discuss all my problems with him.

91. Making it clear to the youngsters that I won't tolerate any foolishness.
92. Being selected to represent the teaching profession on a civic committee
93. Having a reputation for experimenting with novel and unusual teaching techniques.
94. Having the pupils maintain proper respect at all times for my position as their teacher.
95. Insisting that parents contact me during the school day rather than on my own time.

96. Being a pal to my pupils.
97. Organizing my class so that each pupil is following his own interests and doing independent work most of the time.
98. Encouraging other teachers to express their opinions publicly about issues or events of significance to our profession.
99. Forgetting my dignity and getting right down to the children's own level.
100. Having former pupils remember me, stop to talk on the street, or come to visit.

Appendix F

TEACHER PREFERENCE SCHEDULE, Form G158

Item Analysis Data

The data in the following tables are based on a sample of 100 freshmen at the Cortland State Teachers' College and 42 student teachers (seniors) in the Syracuse University School of Education. The discrimination indices are based on percentage differences in responses between the upper and lower 27 percent of the individual scale distribution. Since each scale consists of 10 items, each of which was to be answered along a 6-point range (from strong agreement to strong disagreement) the possible total score range per scale is 10 to 60. For item analysis purposes the average item mean per scale was used as the cutting point for dichotimizing responses to each item. The percentage of acceptances column gives the total percentage of responses above this cutting point for both high and low groups. Following Ebel (10), values of .40 and above i the column of discrimination indices may be considered highly significant, and.20 or better as adequate.

Gratifications Scale 1 -- Practical Motives

Item No.	Relevant Gratifications (Instrumental rewards)	Cortland		Syracuse	
		% Acc.	Discr.	% Acc.	Discr.
11.	Getting home early enough to spend a few hours every afternoon with my family and/or other interests.	94	.12	96	.09
15.	Discouraging children from telling me personal things about themselves.	14	.15	18	.00
37.	Finishing all my work during the school day, so that when I go home my time will be my own.	68	.55	59	.64
39.	Discouraging pupils from getting to expect extra help after school.	15	.30	04	.09
54.	Forgetting all about teaching during the summer vacation.	33	.44	32	.63
66.	Leaving school right after the end of classes.	28	.55	22	.45
70.	Putting school problems out of my mind as soon as I get home.	33	.52	18	.36
77.	Working for a principal who doesn't make excessive demands on my personal time.	83	.20	91	.18
79.	Leaving extra-curricular assignments to teachers who are more interested in them.	42	.70	22	.45
95.	Insisting that parents contact me during the school day rather than on my own time.	70	.44	22	.26
	Total N	105		42	
	Scale Mean	33.25		30.59	
	Scale Sigma	10.29		6.48	

Gratifications Scale 2 -- Status-Striving Motives

Item No.	Relevant Gratifications (Prestige)	Cortland		Syracuse	
		% Acc.	Discr.	% Acc.	Discr.
3.	Subscribing to educational journals.	65	.70	72	.55
13.	Conducting myself in the community in ways that reflect my status as a teacher.	82	.29	68	.65
23.	Being introduced to others as a teacher.	57	.54	27	.36
28.	Attending concerts, art exhibits, plays, etc., with other teachers.	50	.69	41	.64
38.	Attending educational conferences.	48	.66	46	.91
56.	Getting together socially with teachers rather than with other kinds of people.	8	.15	9	.18
59.	Telling others what my occupation is.	78	.45	64	.73
69.	Being identified as a member of the same social and cultural class as other teachers.	50	.63	22	.45
83.	Continuing my education as a teacher by taking courses, attending lectures, etc.	76	.41	77	.46
92.	Being selected to represent the teaching profession on a civic committee.	37	.60	46	.73
	Total N	105		42	
	Scale Mean	43.94		43.07	
	Scale Sigma	7.15		8.21	

Gratifications Scale 3 -- Nurturant Motives

Item No.	Relevant Gratifications (Children's affection)	Cortland		Syracuse	
		% Acc.	Discr.	% Acc.	Discr.
6.	Being concerned about my pupils' welfare outside the school.	64	.18	54	.73
16.	Seeing how much I can do for children who have been deprived of affection and emotional support.	80	.41	50	.09
20.	Having brothers and sisters, or children, of former pupils in my class.	44	.52	31	.08
33.	Hearing a child unconsciously call me "mother" or "father".	24	.34	9	.18
42.	Having pupils regard me not only as their teacher but also as someone who understands and really cares about them.	92	.16	82	.37
52.	Following the careers of former pupils.	52	.59	18	.35
64.	Having a pupil confide in me as in a parent.	46	.70	50	.82
74.	Helping children with their personal problems.	74	.44	58	.47
87.	Reminding my pupils to dress warmly, button their coats, wear rubbers, etc.	46	.39	26	.17
100.	Having former pupils remember me, stop to talk on the street, or come to visit.	96	.07	59	.82
	Total N	105		42	
	Scale Mean	38.95		49.19	
	Scale Sigma	5.59		5.21	

Gratification Scale 4 -- Nondirective Motives

Item No.	Relevant Gratifications (Children's autonomy)	Cortland		Syracuse	
		% Acc.	Discr.	% Acc.	Discr.
7.	Letting my pupils whisper or talk quietly among themselves.	22	.30	22	.09
17.	Having as few rules and regulations for the students as possible.	37	.60	18	.35
43.	Letting the students make their own decisions about classroom activities and procedures.	32	.50	32	.63
53.	Encouraging my pupils to direct their own activities, providing help only when needed.	52	.43	36	.73
62.	Inviting pupils to question my decisions and express their own opinions.	78	.45	59	.82
71.	Letting students choose their own projects, topics for themes, etc.	55	.44	50	.64
75.	Helping children to discover and assert their own individuality.	90	.19	96	.09
78.	Spending a considerable amount of class time in group discussions.	48	.59	32	.63
89.	Encouraging pupils to express themselves freely in my classroom.	83	.26	72	.37
97.	Organizing my class so that each pupil is following his own interests and doing independent work most of the time.	20	.19	32	.63
	Total N	150		42	
	Scale Mean	44.50		49.16	
	Scale Sigma	6.96		4.88	

Gratifications Scale 5 -- Rebellious Motives

Item No.	Relevant Gratifications (Promoting teacher's rights)	Cortland		Syracuse	
		% Acc.	Discr.	% Acc.	Discr.
5.	Working actively to promote greater public recognition and appreciation of the professional problems of teachers.	53	.70	59	.64
18.	Fighting for better pay, sickness and accident protection, retirement provisions, etc., for teachers.	52	.73	50	1.00
26.	Being an active member of a teachers' federation or union.	33	.58	22	.45
30.	Writing letters to newspaper editors or congressmen about educational problems.	24	.48	22	.45
41.	Bringing the problems of the school system to the attention of the public.	52	.82	36	.54
45.	Encouraging other teachers to take an active role in a teacher federation or union.	26	.52	18	.35
57.	Speaking up for more objective and politically independent appointments of principals and educational supervisors.	37	.44	41	.64
72.	Questioning activities of the local school board or legislative agencies.	20	.33	22	.45
84.	Being outspoken in defense of teachers' rights.	36	.73	32	.63
98.	Encouraging other teachers to express their opinions publicly, about issues or events of significance to our profession.	38	.77	36	.73
	Total N	105		42	
	Scale Mean	38.16		35.10	
	Scale Sigma	8.59		9.89	

Gratifications Scale 6 -- Preadult Fixated Motives

Item No.	Relevant Gratifications (Vicarious participation)	Cortland		Syracuse	
		% Acc.	Discr.	% Acc.	Discr.
1.	Playing games with my pupils.	88	.23	72	.37
19.	Browsing in toy shops.	40	.44	54	.55
29.	Making up stories for children.	37.	.44	45	.36
44.	Keeping up with the songs, books, T.V. programs, etc., that my pupils are interested in.	76	.34	63	.56
58.	Being invited by the pupils to join in their games or parties.	68	.40	50	.82
73.	Joining in the fun my pupils are having.	68	.63	59	,82
81.	Helping children with their hobbies.	78	.45	59	.64
85.	Getting to know my pupils well enough to be able to really share their thoughts and feelings with them.	76	.48	64	.73
96.	Being a pal to my pupils.	53	.70	22	.45
99.	Forgetting my dignity and getting right down to the children's own level.	30	.29	18	.35

Total N	105	42
Scale Mean	44.70	51.19
Scale Sigma	6.78	5.02

Gratification Scale 7 -- Orderliness Motives

Item No.	Relevant Gratifications (Obsessive compulsions)	Cortland		Syracuse	
		% Acc.	Discr.	% Acc.	Discr.
8.	Having the pupils do over papers that are not neat.	48	.51	59	.64
10.	Keeping careful and accurate records of pupils' progress, assignments, attendance, etc.	83	.20	86	.09
24.	Following a daily classroom routine faithfully.	31	.62	14	.27
32.	Giving the pupils the opportunity for a lot of drill and formal recitation.	24	.40	14	.27
34.	Keeping my classroom clean and neat.	88	.15	96	.09
47.	Scheduling activities of the school day minute by minute.	4	.07	00	.00
49.	Having the entire class do the same thing at the same time.	35	.48	14	.09
61.	Making sure my pupils cover every bit of the curriculum.	46	.48	50	.46
65.	Discouraging class discussions and other distractions from the planned lesson.	4	.07	04	.09
88.	Following specific and carefully organized lesson plans.	31	.62	50	.64
	Total N	105		42	
	Scale Mean	37.58		29.57	
	Scale Sigma	7.03		4.82	

Gratifications Scale 8 -- Dependency Motives

Item No.	Relevant Gratifications (Support from superiors)	Cortland		Syracuse	
		% Acc.	Discr.	% Acc.	Discr.
9.	Having a principal who takes a close interest in the things I do.	94	.23	68	.65
21.	Being complimented by my supervisor or principal.	90	.19	96	.09
25.	Having other teachers take an interest in my work and offer me advice or suggestions.	92	.27	50	.09
31.	Having the principal or supervisor visit my classes regularly.	39	.56	27	.54
35.	Putting loyalty and obedience to my principal or supervisor above personal differences of opinion.	44	.36	22	.26
46.	Being closely supervised by my supervisors.	15	.22	04	.09
50.	Being provided by the school administration with detailed lesson plans to be followed throughout the term.	18	.23	00	.00
63.	Relying closely on a supervisor for help and guidance.	30	.45	04	.09
86.	Doing my best to please my supervisor or principal.	86	.27	54	.55
90.	Being supervised by a person who expects me to discuss all my problems with him.	72	.25	36	.54
	Total N	105		42	
	Scale Mean	34.59		35.35	
	Scale Sigma	5.67		6.00	

Gratifications Scale 9 -- Exhibitionistic Motives

Item No.	Relevant Gratifications (Children's admiration)	Cortland % Acc.	Cortland Discr.	Syracuse % Acc.	Syracuse Discr.
2.	Having my pupils put on plays and exhibitions for other classes or for parents.	65	.70	55	.55
4.	Enlivening my lessons with stories, jokes, or personal anecdotes	68	.63	64	.73
12.	Having my pupils dramatize stories and lessons.	51	.66	64	.37
22.	Having my pupils copy my favorite expressions or mannerisms.	32	.55	09	.09
27.	Capturing the attention of my pupils to the point where they're hanging on my every word.	50	.47	36	.54
48.	Having pupils compliment me on my clothing or appearance.	42	.55	18	.35
60.	Being appreciated by the children for my sense of humor.	65	.56	46	.55
67.	Introducing a great deal of variety in my lessons so that the pupils are continually looking forward to the next surprise.	74	.29	41	.64
82.	Being known as a colorful and stimulating teacher.	81	.38	82	.37
93.	Having a reputation for experimenting with novel and unusual teaching techniques.	37	.60	50	.46

	Cortland	Syracuse
Total N	105	42
Scale Mean	45.79	49.36
Scale Sigma	6.55	4.21

Gratifications Scale 10 -- Dominance Motives

Item No.	Relevant Gratifications (Children's obedience)	Cortland % Acc.	Cortland Discr.	Syracuse % Acc.	Syracuse Discr.
14.	Permitting no infractions of discipline, however minor, to go unnoticed.	50	.55	18	.35
36.	Keeping my classroom so quiet that you can hear a pin drop.	24	.40	09	.18
40.	Praising a child only when he's really done something deserving.	46	.41	22	.45
51.	Permitting children to talk only when called upon.	36	.37	18	.35
55.	Having a reputation among the pupils for being a strict teacher.	24	.34	09	.18
68.	Running my class with a firm hand.	66	.44	54	.73
76.	Holding the whole class responsible for any breaches of discipline.	20	.33	14	.27
80.	Having my pupils know who is boss.	81	.38	58	.47
91.	Making it clear to the youngsters that I won't tolerate any foolishness.	58	.41	63	.56
94.	Having the pupils maintain proper respect at all times for my position as their teacher.	94	.12	96	.09

	Cortland	Syracuse
Total N	105	42
Scale Mean	34.84	28.57
Scale Sigma	6.87	6.69

Appendix G

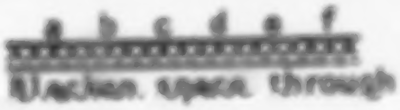
TEACHER PREFERENCE SCHEDULE, Form A158

Questionnaire Booklet

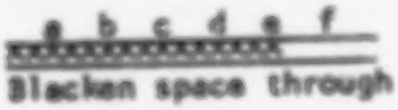
The purpose of this schedule is to investigate teachers' attitudes towards different kinds of teaching practices. The schedule consists of a number of statements stating many different opinions and points of view about the methods and aims of teaching, desirable and undesirable types of pupil behavior, etc. Teachers differ in their opinions about these practices, and this schedule has been developed as an aid to determining how great and how varied these differences are. It is important that you record your own personal opinions, even in those cases where you think that most teachers probably feel differently than yourself. Your responses will be processed and tabulated with those of other teachers by means of electronic devices, and no-one will ever be permitted to examine the replies you have given here. Although your name is to be recorded on the answer sheet, this is solely for the purpose of cross-tabulating materials from the other schedules you have completed.

Directions: Be sure your answer sheet is labelled Teacher Preference Schedule, and does not have the upper right-hand corner cut off. Please do not make any marks in this booklet. Fill in the questions at the top of the answer sheet, and proceed as follows:

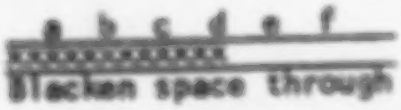
Use the special pencil provided and blacken the space opposite each item number all or part of the way, according to the following key --



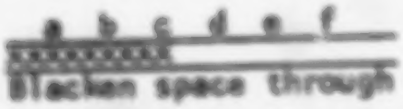
Blacken space through f — Strong agreement



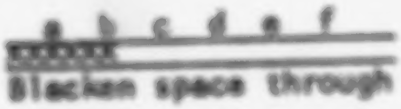
Blacken space through e — Moderate agreement



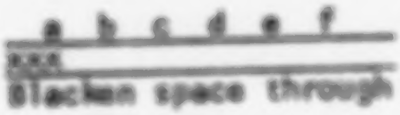
Blacken space through d — Slight agreement



Blacken space through c — Slight disagreement



Blacken space through b — Moderate disagreement



Blacken space through a — Strong disagreement

Note that the length of your line indicates the extent to which you agree with the statement. The longer your line, the more you agree with it; the shorter the line, the less you agree with it.

Please check your item numbers carefully as you proceed, to be sure your responses are marked in the correct place.

Thank you for your assistance and cooperation.

1. One of most important assets a teacher can have is the ability to make her class laugh.
2. Communication between the teacher and his pupils is facilitated if he can get them to accept him as a "pal" sort of one of them.
3. Teachers are professional people and should conduct their personal lives accordingly.
4. One of the most important requirements in a good school system is the separation of school board elections from party politics.
5. A lesson is most sure of success if it is presented in a vivid and dramatic fashion.

6. Teachers should avoid taking sides on controversial issues.
7. Every assignment must specify exactly what the pupils are to do and how they are to do it.
8. Children must be able to feel the same comfort and security in the classroom as they would at home.
9. Strong disciplinary measures create more behavior problems than they solve.
10. All pupils should be required to follow the same procedures.

11. A teacher has to be a super-salesman to get the students to learn anythi
12. Pupils' personal and emotional problems lie strictly in the province of the parents.
13. The teacher must hold himself responsible for raising the cultural standards of his community.
14. Children have to be kept in their place or they're apt to take too many liberties.
15. Teachers should not be expected to devote time to such activities as milk sales, PTA, students' clubs, and other non-teaching activities.

16. The teacher should strive for a close, warm, and protective relationship with his pupils.
17. The teacher has a personal responsibility to keep informed about those aspects of local politics which affect the schools.
18. Children are more considerate than many adults.
19. Children learn best in an atmosphere filled with love and emotional support.
20. The teacher who acknowledges his own mistakes wins greater respect from the students than one who is never wrong.

21. Principals and supervisors have been selected for their competence and leadership ability and are entitled to respect.
22. A teacher is a highly respected member of the community.
23. There is less danger of pupils getting into trouble if they are kept busy at all times.
24. A teacher can seldom go wrong in following his principal's or supervisor advice.
25. One of the most important qualities for a teacher to have is a lot of "personality".

26. Most teachers are too submissive in their relations with their superiors.
27. A good teacher never presents the same material in the same way twice.
28. The people who get ahead in education are the people who don't step on anybody's toes.
29. To really understand the pupils, it's necessary to be able to imagine what it's like to be one of them.
30. Union activities are beneath the dignity of teachers.

31. It is inappropriate for teachers to criticize the policies of the school administrators.
32. The teacher should never accept late or untidy work.
33. Pupils can hardly be expected to learn proper attitudes if a teacher does not show the principal proper respect.
34. A good teacher likes all his students.
35. To learn something properly, pupils have to repeat and drill it many times.

36. There are some situations arising in school for which corporal punishment is the only answer.
37. It wastes a lot of the teacher's valuable time when he has to deal with problem children himself, instead of being able to refer them immediately to the principal, guidance officer, or school psychologist.
38. A teacher should never stop taking courses.
39. It is sometimes necessary to scold or embarrass students in order to keep them in line.
40. Pupils expect too much help from the teacher and don't do enough on their own.

41. Too many supervisory appointments in the school system are made on the basis of politics rather than competence.
42. Grown-ups are never as sincere or spontaneous or charming as children.
43. A good teacher always earns the respect of his pupils and never demands it.
44. A pupil's first need is for warmth and tenderness.
45. School boards are generally concerned only with saving money when their first purpose should be to promote education.

46. Habits of punctuality, neatness, and organization are prerequisites for all further learning.
47. A teacher is duty-bound to stand by the principal under all circumstances.
48. A little clowning is a good way to hold the students' attention and make the learning process more pleasant.
49. It is highly desirable to grade children on personal habits and neatness.
50. The curriculum represents the best efforts of many competent educators and should therefore be followed as closely as possible.

51. If children were not pampered so much they would not be so sensitive to criticism and so easily hurt.
52. Pupils learn best with a teacher who is objective and impersonal, and who confines himself to instruction.
53. No learning can take place when children are whispering or laughing.
54. Competitive grades based on absolute standards of achievement do more to discourage students than to motivate them.
55. The good teacher is as much concerned with the physical and emotional development of his students as he is with their education.

56. Teaching goes a lot more smoothly if the teacher can get the children to accept him almost as though he were one of them.
57. The cultural, educational, and social prestige teachers enjoy does much to compensate for their low income.
58. Many of the most important decisions affecting the schools are made by people who know nothing about education.
59. Pupils pay more attention to a teacher who is a little dramatic, a little out of the ordinary.
60. Teachers are among the cultural and educational elite of their communit

61. The fairest way to evaluate pupils is to keep a careful record of all their oral and written work.
62. The true teacher never forgets his pupils, never ceases to care about what becomes of them.
63. The teacher should be careful never to do anything that might invite criticism.
64. Class work must be based on the child's own interests if the learning experience is to be effective.
65. A good teacher can be recognized by the appearance of his grade book and attendance records.

66. Teachers should not be required to lead clubs, serve on committees, or do other work outside of school hours.
67. The most important things for a child to learn in school are obedience and respect for authority.
68. The teacher should always behave in a formal, mature, and dignified fashion.
69. Teachers who devote practically all of their time to school activities are actually less effective as teachers than those who pursue other interests.
70. A colorful and amusing teacher is certain to be a good one.

71. Children who are told what to do soon lose the capacity to think for themselves.
72. The trouble with most supervisors and principals is that they watch teachers too closely and hang over them all the time.
73. A child is never too young to begin exercising his own judgment and making decisions for himself.
74. There's a lot to be said for the system in which the teacher keeps the same pupils for a number of grades.
75. The good teacher knows that to be effective, he must sometimes think and act like a child.

76. Although they may frequently protest, children really want to be told what to do.
77. One of the biggest attractions in teaching is the short working day, the frequent vacations during the school year, and the long summer recess.
78. The best teacher is usually the one who allows the most freedom in the classroom.
79. Helping children after school encourages them to be lazy and inattentiv during class.
80. There are fewer disciplinary problems when pupils are somewhat fearful of the teacher.

81. Teaching is one of the most respectable occupations a person can have.
82. Nothing in adult life can compare to the joy and magic of the child's world.
83. The reason why teachers are so badly off is that most of them don't have the courage to do anything about it.
84. Television has children so used to being entertained, that the teacher has to be entertaining too in order to hold their attention.
85. Being *with* the children rather than *over* them, talking their language, and being informal, are the hallmarks of a good teacher.

86. It is impossible to manage either a school or classroom without having a carefully detailed system of rules and regulations.
87. Pupils learn very little from a teacher who does most of the talking in the classroom.
88. Every school should have some sort of a senior teacher whose only duty would be to help the individual teachers with classroom problems.
89. Children can never be given too much love.
90. The decisions made by the administration are always in the teachers' best interest.

91. Today's pupils do not have proper respect for their teachers.
92. It isn't necessary to feel a strong sense of personal committment or dedication in order to be a good teacher.
93. A good teacher has to be part magician, part showman, and part salesman.
94. When children like a teacher, it's usually an indication that he lets them get away with too much.
95. It is a teacher's professional responsibility to spend some time in outside activities associated with teaching: P.T.A., extra-curricular activities, graduate work, teachers' groups, etc.

96. A great many of the people in school administration know very little about children or the everyday problems of teaching.
97. In dealing with children it's frequently necessary to remember what it's like to be one.
98. Children who misbehave or do not learn are generally children who need more love.
99. Children should never be embarrassed or made to feel inferior by a teacher.
100. Childhood is really the best time of life.

Appendix H

TEACHER PREFERENCE SCHEDULE, Form A158

Item Analysis Data

The data in the following tables are based on a sample of 100 freshmen at the Cortland State Teachers' College and 42 student teachers (seniors) in the Syracuse University School of Education. The discrimination indices are based on percentage differences in responses between the upper and lower 27 percent of the individual scale distribution. Since each scale consists of 10 items, each of which was to be answered along a 6-point range (from strong agreement to strong disagreement) the possible total score range per scale is 10 to 60. For item analysis purposes the average item mean per scale was used as the cutting point for dichotimizing responses to each item. The percentage of acceptances column gives the total percentage of responses above this cutting point for both high and low groups. Following Ebel (10), values of .40 and above in the column of discrimination indices may be considered highly significant and .20 or better as adequate.

Attitudes Scale 1 -- Practical Motives

Item No.	Relevant Attitudes (Detachment)	Cortland		Syracuse	
		% Acc.	Discr.	% Acc.	Discr.
12.	Pupils' personal and emotional problems lie strictly in the province of the parents.	20	.33	9	.18
15.	Teachers should not be expected to devote time to such activities as milk sales, PTA, students' clubs, and other non-teaching activities.	22	.44	14	.27
37.	It wastes a lot of the teacher's valuable time when he has to deal with problem children himself, instead of being able to refer them immediately to the principal, guidance officer, or school psychologist.	34	.55	32	.63
40.	Pupils expect too much help from the teacher and don't do enough on their own.	55	.44	27	.36
52.	Pupils learn best with a teacher who is objective and impersonal, and who confines himself to instruction.	15	.22	18	.35
66.	Teachers should not be required to lead clubs, serve on committees, or do other work outside of school hours.	24	.40	18	.35
69.	Teachers who devote practically all of their time to school activities are actually less effective as teachers than those who pursue other interests.	48	.37	77	.46
77.	One of the biggest attractions in teaching is the short workin day, the frequent vacations during the school year, and the long summer recess.	51	.52	59	.82
79.	Helping children after school encourages them to be lazy and inattentive during class.	6	.11	4	.09
92.	It isn't necessary to feel a strong sense of personal committment or dedication in order to be a good teacher.	33	.52	46	.55
	Total N	104		42	
	Scale Mean	27.19		25.19	
	Scale Sigma	5.91		7.41	

Attitudes Scale 2 -- Status-Striving Motives

Item No.	Relevant Attitudes (Professional dignity)	Cortland		Syracuse	
		% Acc.	Discr.	% Acc.	Discr.
3.	Teachers are professional people and should conduct their personal lives accordingly.	63	.60	59	.28
13.	The teacher must hold himself responsible for raising the cultural standards of his community.	31	.26	22	.09
22.	A teacher is a highly respected member of the community.	74	.44	59	.82
30.	Union activities are beneath the dignity of teachers.	24	.26	31	.08
38.	A Teacher should never stop taking courses.	64	.33	59	.28
57.	The cultural, educational, and social prestige teachers enjoy does much to compensate for their low income.	33	.52	14	.27
60.	Teachers are among the cultural and educational elite of their community.	48	.59	27	.54
68.	The teacher should always behave in a formal, mature, and dignified fashion.	38	.41	04	.09
81.	Teaching is one of the most respectable occupations a person can have.	83	.26	59	.82
95.	It is a teacher's professional responsibility to spend some time in outside activities associated with teaching: P.T.A. extra-curricular activities, graduate work, teachers' groups, etc.	72	.25	68	.10
	Total N	104		42	
	Scale Mean	42.41		39.19	
	Scale Sigma	5.44		4.42	

Attitudes Scale 3 -- Nurturant Motive.

Item No.	Relevant Attitudes (Providing love)	Cortland		Syracuse	
		% Acc.	Discr.	% Acc.	Discr.
8.	Children must be able to feel the same comfort and security in the classroom as they would at home.	74	.24	59	.64
16.	The teacher should strive for a close, warm, and protective relationship with his pupils.	60	.67	36	.54
19.	Children learn best in an atmosphere filled with love and emotional support.	55	.56	54	.73
34.	A good teacher likes all his students.	53	.40	32	.27
44.	A pupil's first need is for warmth and tenderness.	37	.66	41	.82
55.	The good teacher is as much concerned with the physical and emotional development of his students as he is with their education.	88	.23	64	.19
62.	The true teacher never forgets his pupils, never ceases to care about what becomes of them.	62	.43	18	.18
74.	There's a lot to be said for the system in which the teacher keeps the same pupils for a number of grades.	33	.44	22	.09
89.	Children can never be given too much love.	26	.37	32	.63
98.	Children who misbehave or do not learn are generally children who need more love.	26	.30	22	.45

Total N	104	42
Scale Mean	43.68	45.26
Scale Sigma	6.49	6.18

Attitudes Scale 4 -- Nondirective Motives

Item No.	Relevant Attitudes (Encouraging self-actualization)	Cortland		Syracuse	
		% Acc.	Discr.	% Acc.	Discr.
9.	Strong disciplinary measures create more behavior problems than they solve.	46	.26	63	.56
20.	The teacher who acknowledges his own mistakes wins greater respect from the students than one who is never wrong.	88	.23	68	.28
43.	A good teacher always earns the respect of his pupils and never demands it.	85	.30	72	.37
54.	Competitive grades based on absolute standards of achievement do more to discourage students than to motivate them.	26	.52	32	.27
64.	Class work must be based on the child's own interests if the learning experience is to be effective.	30	.29	54	.55
71.	Children who are told what to do soon lose the capacity to think for themselves.	42	.40	18	.18
73.	A child is never too young to begin exercising his own judgment and making decisions for himself.	46	.48	46	.35
78.	The best teacher is usually the one who allows the most freedom in the classroom.	8	.15	14	.27
87.	Pupils learn very little from a teacher who does most of the talking in the classroom.	33	.52	27	.54
99.	Children should never be embarrassed or made to feel inferior by a teacher.	54	.55	40	.45

	Cortland	Syracuse
Total N	104	42
Scale Mean	42.07	46.71

Attitudes Scale 5 -- Rebellious Motives

Item No.	Relevant Attitudes (Reforming schools)	Cortland		Syracuse	
		% Acc.	Discr.	% Acc.	Discr.
4.	One of the most important requirements in a good school system is the separation of school board elections from party politics.	83	.26	72	.19
17.	The teacher has a personal responsibility to keep informed about those aspects of local politics which affect the schools.	90	.12	73	.00
26.	Most teachers are too submissive in their relations with their superiors.	66	.44	27	.17
28.	The people who get ahead in education are the people who don't step on anybody's toes.	50	.-11	18	.35
41.	Too many supervisory appointments in the school system are made on the basis of politics rather than competence.	59	.58	32	.63
45.	School boards are generally concerned only with saving money when their first purpose should be to promote education.	60	.67	22	.45
58.	Many of the most important decisions affecting the schools are made by people who know nothing about education.	62	.63	50	1.00
72.	The trouble with most supervisors and principals is that they watch teachers too closely and hang over them all the time.	36	.63	14	.27
83.	The reason why teachers are so badly off is that most of them don't have the courage to do anything about it.	31	.26	18	.35
96.	A great many of the people in school administration know very little about children or the everyday problems of teaching.	42	.40	36	.54
	Total N	104		42	
	Scale Mean	36.75		36.64	
	Scale Sigma	6.09		6.16	

Attitude Scale 6 -- Preadult Fixated Motives

Item No.	Relevant Attitudes (Identification with children)	Cortland		Syracuse	
		% Acc.	Discr.	% Acc.	Discr.
2.	Communication between the teacher and his pupils is facilitated if he can get them to accept him as a "pal", sort of as one of them.	37	.60	46	.91
18.	Children are more considerate than many adults.	44	.45	46	.73
29.	To really understand the pupils, it's necessary to be able to imagine what it's like to be one of them.	79	.18	63	.56
42.	Grown-ups are never as sincere or spontaneous or charming as children.	18	.29	18	.35
56.	Teaching goes a lot more smoothly if the teacher can get the children to accept him almost as though he were one of them.	42	.71	41	.82
75	The good teacher knows that to be effective, he must sometimes think and act like a child.	22	.37	32	.63
82.	Nothing in adult life can compare to the joy and magic of the child's world.	33	.58	36	.54
85.	Being with the children rather than over them, talking their language, and being informal, are the hallmarks of a good teacher.	44	.58	44	.71
97.	In dealing with children it's frequently necessary to remember what it's like to be one.	76	.34	64	.37
100.	Childhood is really the best time of life.	34	.37	41	.83
	Total N	104		42	
	Scale Mean	40.62		38.90	
	Scale Sigma	6.34		9.32	

Attitude Scale 7 -- Orderliness Motives

Item No.	Relevant Attitudes (Developing good pupil habits)	Cortland		Syracuse	
		% Acc.	Discr	% Acc.	Discr.
7.	Every assignment must specify exactly what the pupils are to do and how they are to do it.	44	.52	68	.65
10.	All pupils should be required to follow the same procedures.	37	.44	32	.45
23.	There is less danger of pupils getting into trouble if they are kept busy at all times.	62	.21	68	.46
32.	The teacher should never accept late or untidy work.	16	.19	14	.27
35.	To learn something properly, pupils have to repeat and drill it many times.	33	.44	36	.54
46.	Habits of punctuality, neatness, and organization are prerequisites for all further learning.	79	.34	72	.55
49.	It is highly desirable to grade children on personal habits and neatness.	24	.25	50	.46
61.	The fairest way to evaluate pupils is to keep a careful record of all their oral and written work.	46	.18	64	.73
65.	A good teacher can be recognized by the appearance of his grade book and attendance records.	15	.22	18	.35
86.	It is impossible to manage either a school or classroom without having a carefully detailed system of rules and regulations.	42	.40	41	.64

Total N	104	42
Scale Mean	39.35	32.36
Scale Sigma	6.36	7.59

Attitude Scale 8 -- Dependency Motives

Item No.	Relevant Attitudes (Cooperation with authority)	Cortland		Syracuse	
		% Acc.	Discr.	% Acc.	Discr.
6.	Teachers should avoid taking sides on controversial issues	37	.22	36	.73
21.	Principals and supervisors have been selected for their competence and leadership ability and are entitled to respect.	88	.15	96	.09
24.	A teacher can seldom go wrong in following his principal's or supervisor's advice.	16	.33	41	.64
31.	It is inappropriate for teachers to criticize the policies of the school administrators.	18	.37	22	.45
33.	Pupils can hardly be expected to learn proper attitudes if a teacher does not show the principal proper respect.	64	.33	57	.28
47.	A teacher is duty-bound to stand by the principal under all circumstances.	18	.37	31	.08
50.	The curriculum represents the best efforts of many competent educators and should therefore be followed as closely as possible.	30	.45	45	.36
63.	The teacher should be careful never to do anything that might invite criticism.	24	.34	40	.45
88.	Every school should have some sort of a senior teacher whose only duty would be to help the individual teachers with classroom problems.	33	.22	72	.19
90.	The decisions made by the administration are always in the teachers' best interest.	18	.29	33	.27
	Total N	104		42	
	Scale Mean	37.76		34.90	
	Scale Sigma	6.31		6.60	

Attitudes Scale 9 -- Exhibitionistic Motives

Item No.	Relevant Attitudes (Showmanship)	Cortland		Syracuse	
		% Acc.	Discr.	% Acc.	Discr.
1.	One of the most important assets a teacher can have is the ability to make her class laugh.	59	.36	63	.56
5.	A lesson is most sure of success if it is presented in a vivid and dramatic fashion.	34	.37	64	.37
11.	A Teacher has to be a super-salesman to get the students to learn anything.	15	.30	22	.45
25.	One of the most important qualities for a teacher to have is a lot of "personality".	82	.23	68	.65
27.	A good teacher never presents the same material in the same way twice.	28	.41	50	.49
48.	A little clowning is a good way to hold the students' attention and make the learning process more pleasant.	66	.67	27	.54
59.	Pupils pay more attention to a teacher who is a little dramatic, a little out of the ordinary.	37	.44	36	.54
70.	A colorful and amusing teacher is certain to be a good one.	15	.30	27	.54
84.	Television has children so used to being entertained, that the teacher has to be entertaining too in order to hold their attention.	16	.19	18	.18
93.	A good teacher has to be part magician, part showman, and part salesman.	33	.44	36	.54
	Total N		104		42
	Scale Mean		38.31		38.38
	Scale Sigma		6.53		7.13

Attitude Scale 10 -- Dominance Motives

Item No.	Relevant Attitudes (Maintaining discipline)	Cortland		Syracuse	
		% Acc.	Discr.	% Acc.	Discr.
14.	Children have to be kept in their place or they're apt to take too many liberties.	68	.55	22	.45
36.	There are some situations arising in school for which corporal punishment is the only real answer.	50	.63	4	.09
39.	It is sometimes necessary to scold or embarrass students in order to keep them in line.	68	.63	46	55
51.	If children were not pampered so much they would not be so so sensitive to criticism and so easily hurt.	52	.51	27	.54
53.	No learning can take place when children are whispering or laughing.	64	.11	27	.54
67.	The most important things for a child to learn in school are obedience and respect for authority.	48	.44	14	.27
76.	Although they may frequently protest, children really want to be told what to do.	80	.27	50	.64
80.	There are fewer disciplinary problems when pupils are somewhat fearful of the teacher.	48	.51	32	.63
91.	Today's pupils do not have proper respect for their teachers.	70	.45	27	.54
94.	When children like a teacher, it's usually an indication that he lots them get away with too much.	13	.25	00	.00
	Total N	104		42	
	Scale Mean	33.96		26.31	
	Scale Sigma	8.12		7.71	

Appendix I

TEACHER PREFERENCE SCHEDULES

Answer Sheet

TEACHING PREFERENCE SCHEDULE

Name ______________________

Date ____________
Age ____________
Sex ____________

	1A	1B	2A	2B	2C
R					
W					

What is your present teaching assignment? Grade_____ Subject__________
How long have you been at your present school?_____ How long have you been teaching altogether?_____ In how many different schools?_____
Education beyond high school: institution, majors, degrees received__________
__________ Other occupations__________

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Appendix J

MOTIVATIONS FOR TEACHING, Form M158

Questionnaire Booklet

People find themselves in a particular vocation for many different reasons. Personal talent, preferences, and the availability of opportunities to achieve our goals are important factors. And, for all of us, chance also enters into the picture in the form of circumstances over which we have no control and which sometimes force us to choose courses of action we consider less than ideal. Regardless of the balance between abilities, personal preferences, and chance, however, we persist in the pursuit of a given vocation to the extent that we find it serving some basic purposes for ourselves.

The paragraphs on the cards you have been given describe some of the basic purposes for which people find gratifications in teaching. This set is not intended to be exhaustive, nor are the various descriptions entirely independent of one another. Some of them may seem less desirable to you than others, but all of them are based on statements teachers themselves have made about the things they have found to be personally gratifying in teaching. The purpose of the questionnaire is to find out how characteristic these are of teachers in general, and how great the differences are between them. Your responses will be coded, transcribed, and processed electronically; no-one will ever be permitted to examine your own personal reactions to these statements. Although your name is to be entered on the separate answer sheet, this is only for the purpose of permitting a cross-tabulation of responses between this questionnaire and the other schedules you have filled out.

Directions: Read the entire set of descriptions carefully, and then decide how these most nearly apply to you. Make no marks on the cards; in the spaces provided on the separate answer sheet rank the ten paragraphs in the order which best represents their similarity to yourself, from the one most nearly like yourself to the one least like you.

As you arrange the cards in the order of their representativeness, you will find some point at which you will be feeling that the remaining descriptions are essentially unlike you, and are becoming increasingly remote. The point may be near the beginning of the list, the middle, or even at the end of the entire set if you find that they all apply to some degree. Indicate this point, wherever it may be, by drawing a line across the column on the answer sheet.

After you have completed this self-description, re-arrange the cards in the order in which you find them most acceptable as descriptive of ideal teachers. The order will now be from the one you consider to be most nearly ideal to the one that is least ideal. Indicate this order in the second column on the answer sheet. Then draw a line across the column to separate the descriptions which you regard with approval from those which you consider to be essentially undesirable, wherever this point may be.

Space has been provided at the bottom of the answer sheet for any modifications or additional comments you may wish to make.

Thank you for your assistance and cooperation.

Motivations for Teaching
Form 158

Name ______________________________ Date __________

Age ____________ Sex ____________ School ____________________

Grade __________ Subject ______________________________

Self Description

List the paragraphs by number below, in the order in which you find them descriptive of yourself. Draw a line after the last one which you consider to resemble you, separating these from the ones which you find essentially unlike you.

Ideal Description

Now list the paragraphs in the order in which you consider them descriptive of your conception of ideal teachers. Draw a line after the last one you regard with approval, separating these from the ones which describe attributes which you consider to be essentially undesirable.

	Paragraph Number		Paragraph Number
Most nearly like me	________	Most nearly ideal	______
Next most nearly like me	________	Next most nearly ideal	______
Next most nearly like me	________	Next most nearly ideal	______
Next most nearly like me	________	Next most nearly ideal	______
Next most nearly like me	________	Next most nearly ideal	______
Next most nearly like me	________	Next most nearly ideal	______
Next most nearly like me	________	Next most nearly ideal	______
Next most nearly like me	________	Next most nearly ideal	______
Next most nearly like me	________	Next most nearly ideal	______
Least like me	________	Least ideal	______

Other descriptions or comments (use back of sheet if necessary):

Self ____

____

____

____

Ideal ____

____

Par. 1. I feel that teaching is an ideal career for me because it offers me the opportunity for a rich and varied life. I not only have the many satisfactions that come from teaching itself, but I also have the time to do other things that are important to me. Although there is not as much time as I would like, teaching makes it possible for me to read, relax, travel, have hobbies, be with family and friends, and in short to be a versatile person and live a full life. I feel that this makes me a more mature and effective individual, and therefore a better teacher, more capable of understanding children and guiding them in their growth.

Par. 2. I have always wanted to be a teacher, for as long as I can remember. I like the kinds of people my fellow teachers represent, share the same kinds of interests they do, and enjoy doing things with them socially as well as professionally. Although a teacher's income isn't all it might be, we make it a point to attend plays and concerts whenever possible. I also try to keep informed in literature and art, since I'm conscious of my responsibility as a member of the teaching profession to help maintain standards of culture, learning, and good taste. The teacher is an important influence in the community and I am proud to be one.

Par. 3. The children themselves are my greatest source of pleasure in teaching. I really love to see their eager faces every day, anxious to please and grateful for affection. Of course, they're not all the same, and they can sometimes be very trying, but I can truthfully say that there are very few children I haven't felt warmly towards. It gives me a great deal of pleasure to look after them, helping them in the ways that only a person genuinely concerned with their welfare really can. I've sometimes given more time than I should to a child for this reason, including after-school hours, but I've never regretted this because there is nothing more satisfying to me than to be able to contribute to a child's happiness and well-being.

Par. 4. I feel most rewarded as a teacher when my pupils have become so involved in their own pursuit of learning that my presence is almost superfluous. It has always seemed to me that pupils learn very little by being told what the teacher knows. Real learning is a personal experience, and the best teacher is the one who can succeed in bringing pupils to the threshold of their own minds. You have to respect the child's personal integrity to do this, letting his interests and not the teachers determine the learning experience. I encourage my youngsters to be independent and self-reliant right from the beginning, and am better satisfied with the child who stands up and disagrees with me when he thinks I'm wrong than the one who looks to me to tell him what to think.

Par. 5. Although there are many aspects of teaching which are of concern to me, I have come to feel that the most urgent task is to work for the improvement of the school system and the advancement of teaching as a profession. There is much to be done in educating not only the public but other members of the profession as well. Too many pay lip-service to the needs of the schools and of teachers, but are unwilling to commit themselves to concrete action. There are times when I've wondered if it has been worth the personal sacrifice: the rewards are few, and your intentions are often misunderstood or maligned. But when I think of the importance of the problems involved I know there is nothing else I can do.

Par. 6. The most enjoyable part of my day is the time I spend with my pupils. Childhood is such a wonderful period, and it's wonderful to be able to help youngsters appreciate it to the fullest and to share it with them. When I think of some of the adults I know, it seems to me that there are many virtues they could learn from children, instead of the other way around. I know I've learned a lot from my pupils, listening to their talk and watching them behave. There isn't much about their interests and feelings I haven't come to understand, and one of my greatest satisfactions in teaching is when a youngster begins to see me as a friend and confidant rather than as an outsider.

Par. 7. I like to have my classes run smoothly, with a minimum of confusion or distraction. Youngsters like to have things spelled out, and they are most comfortable when there are rules and procedures which everyone can follow in order to do things in the right way. I enjoy helping the children see the purpose behind many of the rules they regard as arbitrary, but the most important thing is that they learn to pay attention to the rules, and that they begin to develop habits of punctuality, neatness, cleanliness, and order early in life. In the arrangement of the materials in my classroom, and in my own personal behavior, I constantly try to set an example for them. I take pride in the thought that my pupils are being well-prepared for their future responsibilities in adult life.

Par. 8. My greatest satisfaction in teaching comes when someone who is competent to judge tells me I've done a good job. I feel a very solid sense of achievement when the principal or supervisor compliments me on the progress of my class. Of course,much of the credit belongs to them for the help and support they provide. It's good to be a member of the educational team, when everyone works together for the same ends. I am constantly encouraged by the thought that my own efforts and the guidance available from competent supervision bring me ever closer to the ideal of being a good teacher.

Par. 9. My greatest satisfactions in teaching come from my successes in captivating the interest and attention of the children. The most important problem in education is to motivate the student and, it seems to me, the best way to do this is to make the material of real interest to him. When the teacher is vivid, exciting, and colorful, the children can't help but become aroused themselves. I like to use demonstrations, dramatizations, and other techniques which help to make the lesson entertaining, and I try to introduce as much freshness and originality as possible into my teaching. In the final analysis it's the impact of the teacher as a personality that makes for the difference between successful and unsuccessful teaching.

Par. 10. The most important part of a teacher's job is to prepare children for adult life. As youngsters they think that everything is play, but they will soon enough learn differently. It is the responsibility of the teacher to make them ready for their later responsibilities by teaching them obedience and respect for authority, and training them in habits of discipline, self-control and hard work. The teacher must be firm if the pupils are to be kept on the right path, but it is for their own good. The real rewards in teaching come from the knowledge that you have done your part in developing the citizens and soldiers of tomorrow, devoted to God and country.